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ABSTRACT

This manual describes the Learning Accomplishment Profile (LAP), a check list, and tells how it is administered, scored, and used to evaluate children's skill development and rate of development. The items were drawn from a number of well-known assessment tools, and measure skills appropriate for normal children aged 1-6 and handicapped children. The LAP also provides guidance in planning an ordered sequence of tasks appropriate as immediate learning objectives for the child. Six areas of development are included: gross motor, fine motor, language, cognitive, social, and self-help skills. (CTM)

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A Manual for use of the Learning Accomplishment Profile

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A MANUAL
FOR USE OF THE
LEARNING ACCOMPLISHMENT PROFILE

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INTRODUCTION
THE LEARNING ACCOMPLISHMENT PROFILE

The Learning Accomplishment Profile (LAP) is designed to provide the teacher of the young handicapped child with a simple criterion - referenced record of the child's existing skills. Use of the LAP enables the teacher to: identify developmentally appropriate learning objectives for each individual child; measure progress through changes in rate of development; and provide specific information relevant to pupil learning.

LAP - Section I - Developmental Data

A hierarchy of developmentally appropriate behaviors, drawn from the most recent normative data, provides the basis of an evaluation of the child's existing skills in six areas of development: Gross Motor, Fine Motor, Social, Self Help, Cognitive, and Language.

LAP - Section II

The task-level hierarchy provides: guidance in sequencing skill development and an efficient system of recording responses on a specific task.

LAP - Section III

Forty-four weeks of Curriculum Units with isolated concepts presented in a hierarchy of responses enable the teacher to record specific behaviors demonstrated by the child within units of learning.

The LAP provides the teacher or paraprofessional with a comprehensive profile of the handicapped child's developmental accomplishments. Knowledge of individual competencies encourages prescriptive methods of:

(1) Determining level of response capabilities in each area of development
(2) Identifying specific behavioral objectives
(3) Utilizing effective instructional materials and methodology
(4) Evaluating teacher and pupil progress

HOW TO USE THE LAP

The Learning Accomplishment Profile is a relatively new approach to the assessment of the handicapped child, and is valuable for observing the performance level of all young children. Teachers and parents alike can use it to determine what developmental skills a youngster is ready to tackle.

Educational assessment is frequently associated with mysterious, highly complex psychological tests which require training and experience to administer or interpret. In reality, assessment is a common practice used in many different situations. For example, the local tax office makes an assessment of property. A football coach makes an assessment of the team's situation. And a teacher makes an assessment of what a child is able to do. Although the term has different implications in each of these instances, the process itself is very similar. First of all it is an information-gathering process. The tax office, in assessing a house, will need such information as its original cost, age, condition, and the location. The football coach will need to know the score, the amount of time left in the game, his team's strengths and weaknesses, and the strengths and weaknesses of the opponent. The teacher will need such information as the child's age, his physical health, and the specific skills he does or does not possess.

Secondly, assessment is a process which is used as a basis for decision-making. The tax office weighs all of the information it has gathered and uses it to decide the amount of taxes owed. The coach uses his information to decide whether his team should play it safe and kick, or risk the chance

to score. And the teacher analyzes the child's strengths and weaknesses to decide what and how to teach.

Basically, then, assessment is the process of systematically gathering information which is to be used as the basis for decision making. Taxpayers would be outraged if tax officials just randomly assigned a value to homes. A football coach would not last very long if he simply pulled plays out of a hat. And teachers can't be effective if decision-making reflects assumptions based on inadequate information.

What kinds of information are needed by the teacher? Ideally, the information should be as specific as possible in terms of what the child can and cannot do. Unfortunately this is not always the case. Consider the football coach. It is late in the game and his team is losing. He calls in an expert and asks for some advice. After a series of extensive tests, the specialist says, "Your team scored 75 on my tests, which means it is probably in the lower 10% of all football teams." Although this is very interesting information, it does not facilitate appropriate decision-making.

Unfortunately traditional educational assessment strategies consist primarily of the administration of an intelligence test from which a single score (s) is derived. This limited information provides little direction in planning a prescriptive learning program. In educational decision-making, the teacher needs specific information in terms of what skills the child can and cannot demonstrate. An effective assessment tool not only generates this behaviorally-oriented data, but provides it within a developmental framework.

Basically there are two forms of assessment: normative assessment and criterion--referenced assessment.

Normative Assessment

Normative assessment does not attempt to specify information for a teaching program. Instead, it attempts to show how a child's performance compares with the performance of other children of his chronological age. Such tests are referred to as normative tests because they compare one child's performance with that of normal children.

It is useful for teachers and parents to know the developmental level of a child relative to other children of the same age. However, the normative test often gives only a single score or group of scores, such as: this 4 year old child is functioning at the 2 year old level; or this 5 year old is functioning as a 3 year old in language. Such global information is descriptive but provides the teacher or parent with little specific direction for helping the child.

An example of the over-emphasis of this form of normative assessment is the intelligence test. A single score is usually obtained which indicates whether the child is functioning below, the same as, or better than other children of the same age. The problem with such tests is that they consist of a limited set of questions and items on which the child is assessed. Also such tests are known to be loaded with items common to a white-middle-class culture. The performance of many children on such tests would be considerably higher if more items were based on experiences drawn from their cultural heritage. Unfortunately, too often clinical labels (such as "mentally retarded") have been attached to a child's school file as a result of a low score on an intelligence test, resulting in lowered expectations for that child. The dangers of labeling or misleading are especially acute with the young child, when factors such as the ability or willingness to take a test may have a major effect on the test results.

In addition to the problems of the stigmatizing label which may result from intelligence testing, a major fallacy is the lack of specific information generated by this type of assessment.

However, the positive features of normative assessment tools are utilized in examining developmental skills such as language and cognitive behavior such as solving simple puzzles, etc. Using the normative technique, age levels at which children typically begin to perform a range of language and other developmental skills such as walking, searching for hidden objects, grasping, etc. are recorded. There are several well known developmental assessment scales such as the Bayley Scales, Caldwell Preschool Inventory, Cattell Infant scale, Denver Developmental Screening Test, The Gesell Age norms, the Preschool Attainment Record, The Vineland Social maturity scale, and others. Such assessment tools provide "sign posts" of normal development, each having a limited number of developmental items common at specific age levels.

However each assessment instrument, used independently, provides relatively few, widely spaced items, which are not organized for prescriptive teaching. That was not the purpose of such normative tools. They were designed to provide an indication of where the child is developmentally relative to other children. Frequently such information merely confirms the suspicions of the parent or teacher. Indeed, too often they have been used to support a parent or teacher's fears or entrench the belief that Johnny cannot learn.

The teacher needs specific reference points concerning the child's performance and a detailed sequential order of developmental skills that are close enough in increasing level of difficulty so that it may be used as a comprehensive curriculum guide for teaching.

Criterion-Referenced Assessment

Criterion-referenced assessment tools provide a detailed sequential order of developmental skills in any one area of development. The items of the criterion-referenced test are skills arranged from easiest to most complex. An example might be self-help skills. Clearly a child must be able to drink from a cup before he can lace up his shoes or button and unbutton trousers.

If a criterion-referenced test focuses on a developmental area such as language, gross motor development, or cognitive skills, the order of the items will be determined by the normative information obtained from normative developmental tests such as the Bayley or Caldwell. However it is possible to construct a very effective and highly useful criterion-referenced test by simply logically thinking about the skills in an area, and the skills a person would need to be able to perform before others. For example, take the area of fine motor development. A child should be able to hold a large thick pencil before a thin pen, and probably a thicker paint brush before both. A skilled teacher could draw up a detailed list of pre-requisite skills related to writing and arrange them in a hierarchical sequence from easiest to most difficult. Once this is accomplished the teacher has a ready-made assessment tool which is ideal for determining individual levels of development in a particular area. The teacher simply provides the child with experiences in which he/she may observe the child perform a particular skill. If the child successfully accomplishes this, more difficult skills are examined until the child begins to have difficulty. This task analysis breakdown into sub-skills provides a ready-made teaching program. This is exactly what is meant by a criterion-referenced assessment tool. The teacher is not absorbed with the child's

chronological age, intellectual level, or comparisons with other youngsters, but is concerned with focusing on the next specific appropriate skill to be taught to that particular child.

The Learning Accomplishment Profile (LAP) is an example of a criterion-referenced test in which the items were drawn from a number of well known normative assessment tools. It combines the advantages of the normative evidence for the ordering of developmental skills with the information of specific skills for implementing a teacher program that criterion-referenced assessment provides.

The criterion-referenced form of assessment provided by the L. A. P. offers several distinct advantages over other more normative assessment devices:

1. It provides a record of existing skills that have been accomplished and skills yet to be performed successfully by each child.
2. It provides the professionally trained teacher or the less sophisticated assistant with a ready-made teaching sequence in each of 6 important areas of development--
   (a) Gross motor
   (b) Fine motor
   (c) Language
   (d) Cognitive
   (e) Social, and
   (f) Self-Help skills.

3. It allows for teacher creativity in that items can be added to the appropriate developmental sequence.

4. Each level of a developmental area represents a skill to be learned. Therefore it assists the teacher in determining specific instructional objectives.

5. It provides a means for recording and measuring progress in each child.

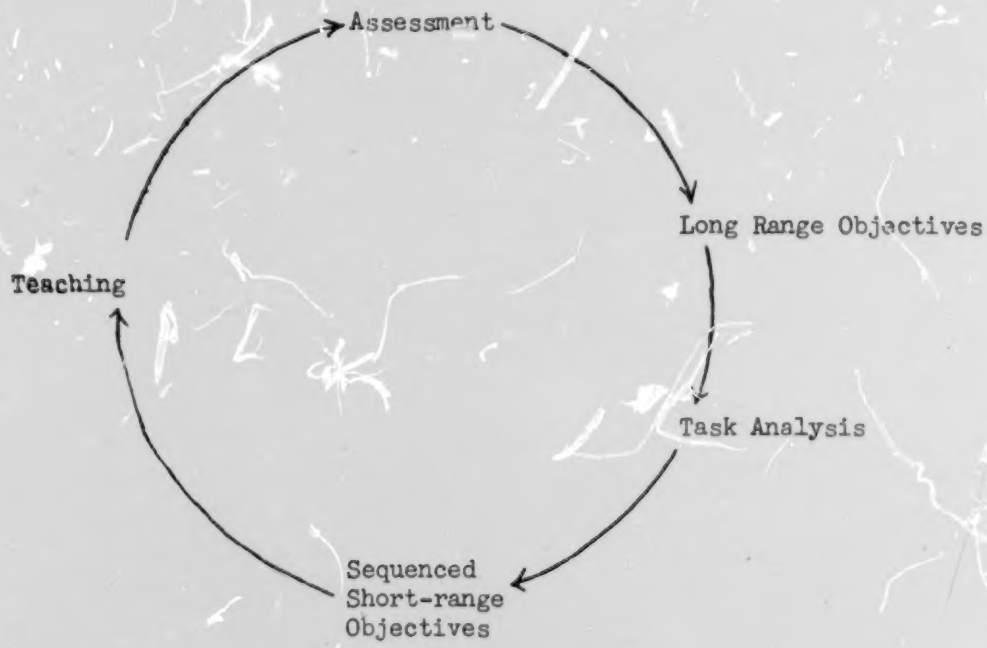
6. It enables the teacher to keep a detailed individual record for each child without complicated paperwork.

7. Based on the individual record, a profile of a child's progress can be constructed to highlight areas of strength and weakness.

8. Most importantly, it allows the person who most urgently needs the information, the teacher, to conduct the actual assessment without the delay of psychological services that are often vague and irrelevant to the teaching task and are usually conducted by a stranger in a clinical-type testing atmosphere. With the LAP, the teacher can capitalize on the familiar environment of the regular classroom activities to assess each youngster.

The Learning Accomplishment Profile generates a sound program for prescriptive teaching, moving from observed existing skills through a program of primitive steps which insure success for the child. The teacher as evaluator increases the strength of the link between assessment and instruction. The curriculum is determined by the individual child's demonstrated needs in each area of development.

The cycle of steps involved in the use of the LAP for assessment and planning demonstrates that it is an instrument for ongoing evaluation and prescription, and not a test to be administered in a restricted time or setting.



LAP I--The Developmental Evaluation

In this section a hierarchy of developmentally appropriate behaviors, drawn from normative data, provides the basis of an evaluation of the child's existing skills in six areas of development: Gross Motor, Fine Motor, Social, Self Help, Cognitive, and Language. Such an assessment of the child's observable behavior enables the teacher to determine appropriate individual learning objectives. By capitalizing on the familiar environment of the classroom, the teacher can design evaluative experiences which reflect typical components of a sound developmental program. For instance, in determining the child's ability to "spread butter with a knife", the teacher might plan a toast-making experience for snack-time and observe the child's ability to perform the task.

The following are a few examples of how planned classroom activities can be used for assessment in each of the developmental areas. Knowledge of the LAP item increases skills in the creative use of daily classroom experiences for assessing specific skills.

Skill Area: Gross Motor.

Behavior: Walks on line (36-48 months).

Activity: Draw lines or put masking tape between some of the learning centers; tell the children to walk on the lines when going from one activity to another. (For children functioning at a higher level, a game of "tag" could be played, where everyone must walk on masking tape lines.) A step to walk up and jump down from can be played in the path from one activity center to the next to enhance multiple assessment.

Many additional gross-motor activities can be observed during free time and outdoor play.

Skill Area: Fine Motor.

Behavior: Strings four beads (36-48 months).

Activity: Give each child four beads of at least two different colors (but of the same shape), and a card with the beads drawn on it. Have the child match the beads to the same ones on the card, and then string them on a lace. (This also assesses a behavior from the cognitive area: Matches two or three primary colors.)

Behavior: Imitates folding and creasing paper three times (48-60 months).

Activity: Make paper hats by folding paper rectangles.

Skill Area: Self-Help.

Behavior: Can unzip zipper (18-23 months).

Activity: Attach a zippered piece of cloth to a workboard with something rewarding inside. Keep blocks or other small toys in a zippered pouch which children can open themselves.

Skill Area: Cognitive.

Behavior: Recognizes self when shown photographs (30-35 months).

Activity: Paste photographs from home or school on paper and place them on a chair. After recognition is established, the pictures can be paired with the child's name.

Behavior: Name 6 of 6 common objects (30-35 months).

Activity: Play a lotto game with a flag, chair, car, box, key, and fork. Have each child name the item and match the picture.

Skill Area: Language.

Behavior: Tells action in pictures (36-48 months).

Activity: Use picture books, flannel board stories, sequenced cards, or child's own drawings as stimuli for answering "What happened?" or "What is he doing?"

Behavior: Refers to self by name.

Activity: Have each child participate in the song "What is your name?" on Hap Palmer's record "Learning Basic Skills Through Music."

Skill Area: Social.

Activity: Utilize observations during story time, free play, work periods, meals, and transitions.

Evaluative activities such as these should be planned during the first two or three weeks of the year. In addition to designing specific evaluative activities, familiarity with the items on the LAP facilitates general observation skills which enhance informal assessment.

Recording the Information

Page 18 is an example of a completed page from the Fine Motor Skills section of the LAP. Once assessment activities have been planned, it is a simple procedure to record the infomation.

1. Record the date in the column "Assessment Date".
2. Mark + in the small box if the child demonstrates competency in a skill.
3. Mark—if the child cannot or will not perform the task.

4. Clarify what you have counted as passing or failing by adding additional remarks in the comments section.

5. Failure on 4 out of 5 consecutive items represents the ceiling. Discontinue assessment in that area.

IF THE MEANING OF THE TASK IS UNCLEAR, REFER TO THE APPENDIX IN THIS MANUAL FOR CLARIFICATION.

Developmental Age

The developmental age is the age of the item which appears immediately preceeding the ceiling items. For example, the sample sheet shows a developmental age of 35 months in Fine Motor Skills.

If the last item is an age span (Example: 30-35 months), then an arbitrary judgment would have to be made. If there were five items at the 30-35 month level, and only two were passed, one would probably decide that the developmental age is 32 months.

Developmental Profile

Once developmental ages have been determined for each skill area, an individual developmental profile can be prepared for each child (See page 20). Periodic plotting of this profile allows for a comparison of progress. To complete a developmental profile, simply fill in the column to correspond with the developmental age in each skill area. Such an assessment can provide meaningful guidance to the teacher in developing a prescriptive learning program and determining individual progress.

The recent focus on accountability has impressed agencies with the responsibility to demonstrate program effectiveness. In the past, traditional strategies of documentation have emphasized the use of standardized testing. The LAP facilitates measurement of pupil progress by comparing changes in individual

rate of development.

Setting Objectives

Developmental assessment facilitates the establishment of long-range objectives. Based on the sample information on page 18, the following would be long-range objectives for this child in the area of Fine Motor Development:

1) Picks up pins, thread, etc. with each eye separately covered

2) Drives nails and pegs

3) Builds tower of nine cubes

4) Strings four beads.

Specific daily objectives are written for each long-range objective by task analysis of each item, breaking the item down into component parts from easiest to most difficult.

Measuring Pupil Change

Awareness of the child's developmental age in the pre-intervention assessment enables the teacher to measure pupil progress through a change in rate of development. This rate is found by dividing the child's developmental age in one area by his chronological age. If a 4 year old child has a developmental age of two years in fine motor skills, this rate of development is 50% of the normal rate of development or $\frac{24}{48}$ =50%.

Six months to a year later, the rate is determined again to note change represented on the profile. If after 10 months of intervention (chronological age now is 58 months), he has a developmental age of 36,

the new rate is 62% -- $\frac{36}{58}$ = .62. The change is percentage of rate of normal development represents an increase from 50% to 62%. This type of measurement makes no attempt to explain the cause of increase or to predict a maintenance of the current rate, but it can indicate change in the rate of pupil development after participation in the intervention program. On the following pages are sample sheets from the LAP. On page 19 assessment stopped when ceiling was reached, the developmental age was found, a profile done for that area of development, and one objective task analyzed into a sample set of instructional objectives. The second set gives you an opportunity to practice finding this information.

Sample I

1. "Matches and names four primary colors" is the last item administered, as 4 out of 5 consecutive items have been failed.
2. The developmental age for the cognitive area is 54 months. It is the last item passed before ceiling is reached.
3. The circled items become objectives for the child (including the one missed previous to the ceiling.)
4. The rate of development = $\frac{DA}{CA} = \frac{54 \text{ months}}{84 \text{ months}}$ =64%.
5. If assessment 10 months later shows a cognitive developmental age of 66 months, the rate = $\frac{DA}{CA} = \frac{66}{94}$ =70% and shows an increase in rate of development.
6. Sample instructional objectives for the main objective "matches and names four primary colors" are as follows. The task-level and curriculum unit sections of the LAP provide assistance in breaking

down and sequencing tasks, and also provide an efficient means of recording pupil progress.

(For Colors, refer to page 52 in the LAP.)

Instruction objectives for the color red.

1. Given two red objects, the child will match red to red.
2. Given 2 red objects and 1 of another color, the child will match red to red.
3. The child will match two red pictures.
4. The child will sort objects into "red" and "not-red."
5. The child will sort pictures into "red" and "not-red."
6. The child will mark all red objects on a page.
7. The child will repeat "This is red."
8. The child will verbalize "red" in response to "what color is this?"

This sequence could be repeated for each color. These activities could take place during snack, music, etc. The same song or story could introduce a lesson on a particular color for a whole group, followed by each child doing individual work at his own response level.

Sample II

Now look at sample Set II to practice use of these concepts and to answer the following questions.

1. The assessment for this child has gone past the ceiling where the child has missed 4 out of 5 consecutive items. Which item would you have stopped with?
2. What is the developmental age in the cognitive area for this child?
3. Plot this developmental age on the profile given after the sample page.
4. If this child is 4½ years old, what is the rate of development? $\left(\frac{DA}{CA}\right)$
5. If after ten months, the developmental age is 48 months in the cognitive area, has the rate of development increased, decreased, or remained the same?
6. Plot the new developmental age on the profile.
7. What are five long range objectives for this child?
8. Choose 1 objective and break it down into ten instructional objectives.

FINE MOTOR (Cont.)

Bibliog.

Source	Behavior	Age (Dev.)	Assessment	Date	Date of Achievement	Comments (Criteria, materials, Problems, etc.)
3	Manipulates egg beater	27 mos.	+	9/18/73		whipped soap suds. Teacher held handle.
9	Enjoys finger painting	30-35 mos.	+	9/20/73		Finger painted on formica table. -10 min.
9	Makes mud and sand pies	30-35 mos.	+	9/24/73		Made sand pies using tea set.
13	Paints strokes, dots, and circular shapes on easel	30-35 mos.	+	9/27/73		Imitated teacher w/ ½" brush.
6	Cuts with scissors	35 mos.	+	10/2/73		Cut ½" partially cut strips.
13	Picks up pins, thread, etc., with each eye separately covered	36-48 mos.	-	10/3/73		
7	Drives nails and pegs	36-48 mos.	-	10/4/73		
13	Builds tower of nine cubes	36-48 mos.	-	10/5/73		
7	Holds crayon with fingers	36-48 mos.	+	10/8/73		
3	Strings 4 beads	36-48 mos.	-	10/8/73		
13	Can close fist and wiggle thumb in imitation, R & L	36-48 mos.				
11	Puts 6 round pegs in round holes on pegboard	36-48 mos.				

These will become objectives for this child.

Note: The child has demonstrated a developmental age of 35 months in Fine Motor Skills. Failure on 4 of 5 items represents ceiling.

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

SAMPLE SET I

Age: 7 yrs.

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date	Date of Achievement	Comments (Criteria, materials, problems, etc.)
11	Can assemble 7-piece puzzle in 150 seconds	51 mos.	+		
3	Can name materials objects are made of	54 mos.	+		
5	Knows day, night	54 mos.	+		
3	Can compare three pictures (which one is prettier)	54 mos.	−		
3	Can tell pictorial likenesses and differences	54 mos.	+		
3	Can follow three commands in proper order	54 mos.	+		
9	Counts four objects and answers how many	54 mos.	−		
9	Selects heavier weight invariably	48-60 mos.	−		
9	When shown 3 circles counts 3	48-60 mos.	+		
3, 14	Can make opposite analogies	48-60 mos.	−		
10, 14	Matches and names four primary colors	48-60 mos.	−		

Objectives

Failure on 4 of 5 represents ceiling.

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

PROFILE OF DEVELOPMENT

BASED ON THE

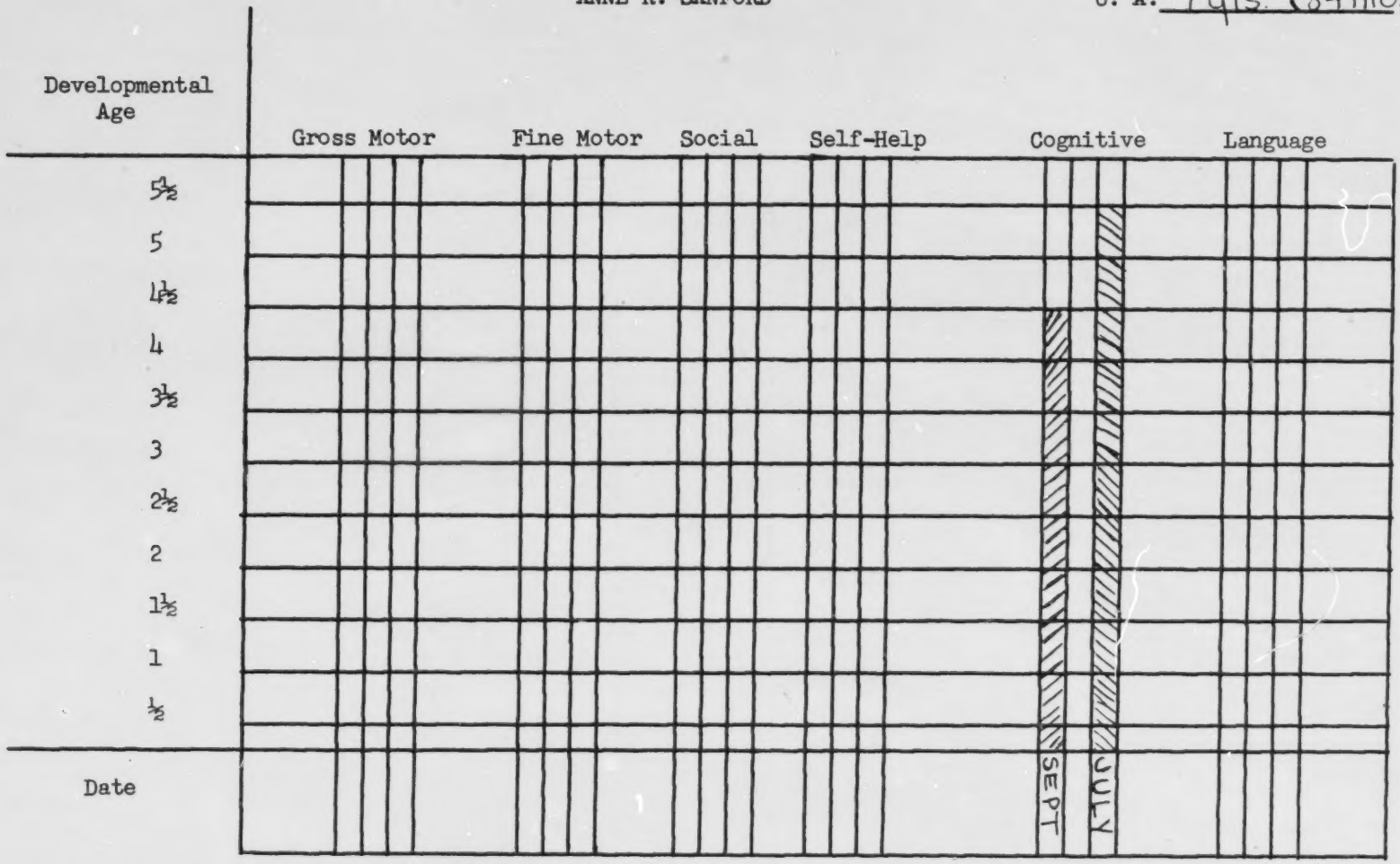
LEARNING ACCOMPLISHMENT PROFILE

ANNE R. SANFORD

Name _____

Date September 20

C. A. 7 yrs. (84 mos)



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SAMPLE SET II

COGNITIVE (Cont.)

Bibliog. Source	Behavior	Age (Dev.)	Assessment Date		Date of Achievement	Comments (Criteria, materials, problems, etc.)
3	Names 6 of 6 common objects: flag, chair, car, box, key, fork	30-35 mos.	+			
14	Can point to teeth and chin on request	34 mos.	−			
8	Knows sex	36 mos.	+			
13	Matches two or three primary colors	36-48 mos.	+			
6, 8	Names all colors	36-48 mos.	−			
14	Can point to tongue, neck, arm, knee, thumb	43-48 mos.	−			
9, 11	Tells action in pictures	36-48 mos.	−			
3	Can name ten pictures of 18 common objects	36-48 mos.	+			
3	Can name one pictured animal from memory	36-48 mos.	−			
11	Can count two blocks	36-48 mos.	+			
11	Puts together seven-piece puzzle	36-48 mos.	−			

*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

PROFILE OF DEVELOPMENT

BASED ON THE

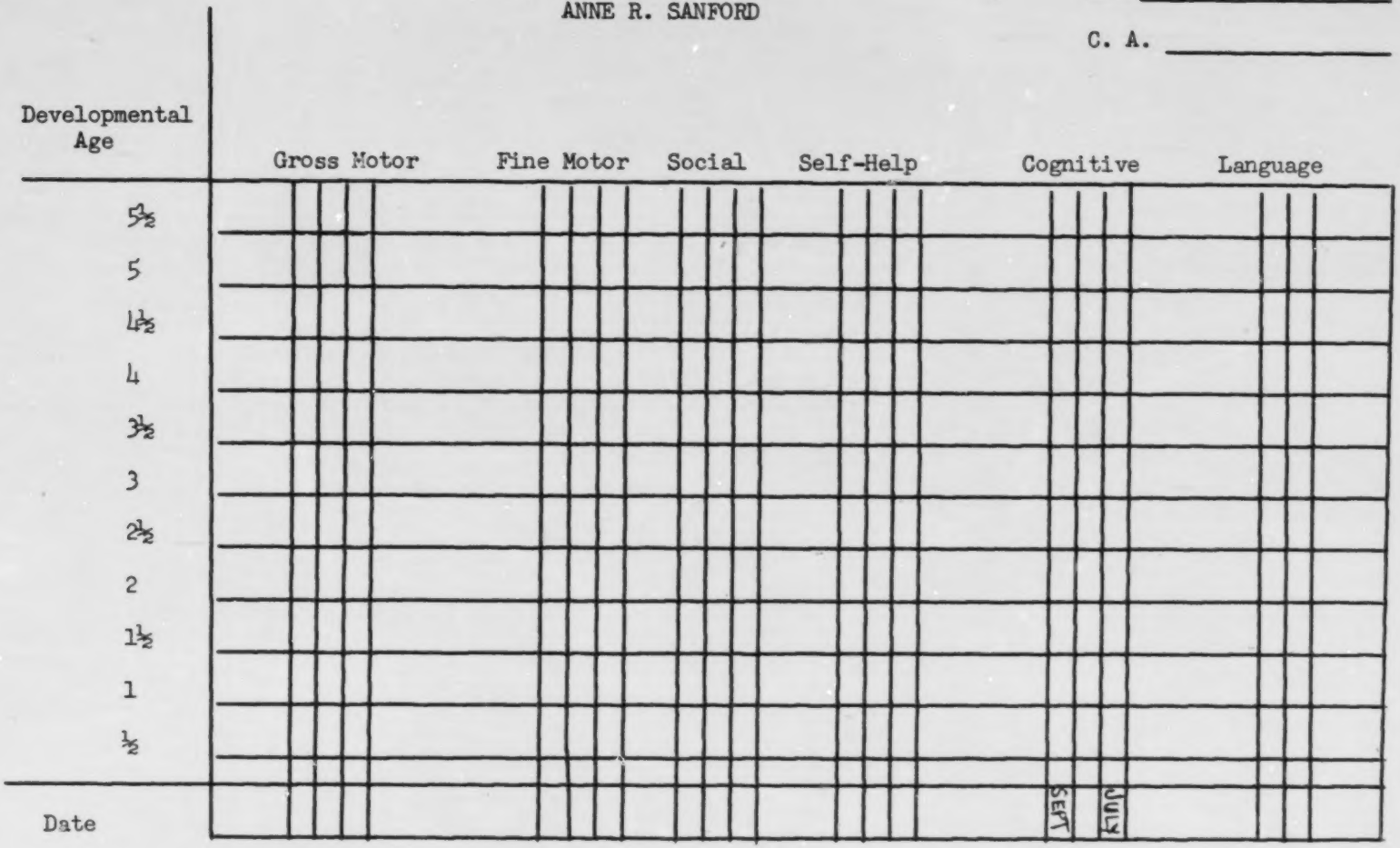
LEARNING ACCOMPLISHMENT PROFILE

ANNE R. SANFORD

Name_____

Date_____

C. A. _____



DA (Developmental Age)
CA (Chronological Age) = Rate of Development

LAP - II

TASK-LEVEL PROFILE

In the Task Level Profile a comprehensive collection of task-level objectives, which reflect the developmental program, are broken down into sequential steps of learning. The check-list hierarchy of responses within each task provides a guide to sequencing the learning program and an efficient system of recording individual pupil progress.

This systematic approach to "programming for success" exemplifies the basic components of the task-analysis process:

Determine the appropriate skill (or observable behavior to be learned).

Break down the skill into sub-skills or teachable parts.

Sequence the sub-component skills into a hierarchy moving from the simplest talk to the most difficult.

The use of this same task-analysis process is advocated for each step of error-free learning experiences designed for the handicapped child.

As an example, page 58 of the LAP details a task-level hierarchy of specific skills involved in handwriting. (See page 28 of this manual). A vertical list of developmentally sequenced behaviors have been drawn from the normative data:

Scribbles

Horizontal Path-Tracing

Vertical Path - Tracing

Change of Direction

V - Stroke

Draws a circle

Draws a cross

Draws a triangle

Draws a square

Draws a heart

Draws a diamond, (etc.)

A horizontal hierarchy of responses for each isolated skill provides a task-analysis sequence for programming and record-keeping.

	Sand-writing					Finger Painting					Paint with water					Chalk on Board					Tempers Paint					Magic Marker					Primary Pencil				
Scribbles	I	PT	T	C	V	I	PT	T	C	V	I	PT	T	C	V	I	PT	T	C	V	I	PT	T	C	V	I	PT	T	C	V	I	PT	T	C	V

The sandwriting response enables the child to demonstrate the isolated skill on the simplest level--with the child's own finger or first serving as the writing instrument. The progressive levels of responses follow a task-analysis approach to skill development. Within each level another hierarchy indicates the specific response demonstrated by the child:

I--Imitative response

PT--Path Trace response

T--Tracing response

C--Copying response

Examples of task-level objectives provided in Section III include skills in: self-feeding, grooming, action words, colors, prepositions, size, geometric shapes, number concepts, etc.

The specification of isolated skills within each task area increases the LAP's effectiveness in programming and recording the primitive steps of learning--so essential for the handicapped child.

LAP - III

PROFILE OF ACCOMPLISHMENT
ON
CURRICULUM UNITS

Section III consists of forty-four units of learning which reflect an appropriate weekly theme. These units are broken down into isolated concepts presented in a hierarchy of responses. This check-list system assists the teacher in programming sequential learning experiences and in recording individual pupil accomplishment in each weekly unit.

The Chapel Hill Project Planning Guide for Pre-School Curriculum provides daily correlated multi-sensory experiences which correspond to the isolated concepts presented in the LAP. This 400-page guide delineates the development of appropriate learning activities designed to reinforce basic components of the young child's environment.

The information gained by the developmental assessment (Section I) must be related to the response-level expectancies in the curriculum units.

For instance, the objectives for a child with a Developmental Age of 24 months in cognitive and Language Development must correspond to the appropriate response level on page 67 of the LAP. The task "Associate clothing with body part" is a 49-month item, and would not be a developmentally appropriate expectation. (See page 29 of the manual.) However, the item "Points to parts of doll on request" is a 21-month item and is a realistic objective for the child.

By following the task-analysis sequence for each of the curriculum units, the teacher is able to integrate concept and language development into the process of other skill developments. The entire curriculum should be constantly incorporating and stimulating language.

The Chapel Hill Project Planning Guide for Preschool Curriculum provides multi-sensory correlated experiences which facilitate redundancy--so important for the handicapped child. However, the repetition incorporates use of a variety of learning modalities which maintain interest and multiple skill development.

Task Level--II

I - Imitate (motor, visual, verbal cues)

T-Trace (visual, verbal, outline cues)

C - Copy (visual cues)

V-Verbal cue only ("Write a circle")

Writing	Sand-writing				Finger Painting				Paint with water				Chalk on Board				Tempera Paint				Magic Marker				Primary Pencil			
	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V	I	T	C	V
Scribbles																												
Horizontal Path-Tracing																												
Vertical Path-Tracing																												
Change of Direction																												
V-Stroke																												
Circle																												
Cross																												
Triangle																												
Square																												
Heart																												
Diamond																												

Units 1 & 2

BODY PARTS

* G-Gesture

V-Verbalize

Body Parts	Locate Own "Touch Mary's _____"	Discrim. from others' _____. "Touch teacher's _____"	Locate on doll	Discrim. picture from other pictures	Figure-ground. Locate part in picture of whole.	Associate clothing with body part.	Function "What do you (see) with?" G. V.	Closure "What is missing?"		Verbalize	
								Cover Concrete	Missing in picture	Imitation	What is this?
Head											
Eyes											
Nose											
Mouth											
Hair											
Ears											
Lips											
Teeth											
Hand											
Fingers											
Foot											
Toes											

APPENDIX

The appendix which follows includes a list of items corresponding to the tasks in each area of the normative data section of the Learning Accomplishment Profile. Given along with each item is any additional information from the original developmental sources on how to administer an item and suggested criteria for crediting a response. This information, if referred to when using the LAP, should clarify the meaning of the tasks, both for teaching and for assessment.

GROSS MOTOR

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Lifts head when held at shoulder	1 mo.	Child can be felt to make a postural adjustment to being held in this position.	As infant lies on his back, pick him up by placing your hands around his body under his arms, fingers extended upward along the back of his neck to support his head. Hold him against you in an upright position with his head resting on your shoulder. Move one hand down to afford natural support for his back. Carefully remove the support from his head, briefly, according to his ability to lift his head and to maintain it erect.
2	Lateral head movements	1 mo.	Child frees his face (nose) by turning his head to the side or by lifting it free of the surface.	Place the infant face down on a firm surface (such as a pad on the table top), and note whether he frees his face (nose) by turning his head to the side or by lifting it free of the surface.
2	Prone--makes crawling movements	1 mo.	Child makes any alternating crawling movements.	Place the child on his stomach on a firm surface, and note whether he makes alternating crawling movements with his legs.
9	Prone--lifts head momentarily	1 mo.		"The 4 week-old infant when awake lies on his back with head averted, usually to a preferred side. Only momentarily does he bring his head to a mid position."
2	Turns from side to back	2 mos.	Child turns from his side to his back.	When the child is lying in the crib, unrestricted by clothing, roll him from his back onto his side. Make sure his arm is not caught under him, and that he is stably positioned. If necessary, flex one or both knees slightly to prevent passive rolling. Put your hand lightly on his body to feel whether his muscles tense as he turns from his side to his back.

GROSS MOTOR

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Held sitting, head position predominantly erect	2 mos.		When the infant is supported while sitting, he can hold his head steadily erect.
8	Rolls over	3 mos.	Child rolled completely over, not just to or from side, either way (not accidentally) two times or more.	Tester should see this or ask the parent if child rolls from back to stomach or from stomach to back.
9	Held standing, lifts foot	3 mos.		"Infants when held in the upright position frequently exhibit anticipatory standing and walking postures." "When the infant is held in the supported standing position, he extends his legs recurrently and sustains a fraction of his weight."
8	Pulls to sit-no head lag	4 mos.	The child's head does not hang back at any time while he is being pulled up.	Place child on his back. Grasp his hand or wrists and gently pull him to a sitting position. Do not pull the child up fast or his head will be forced to hang back.
2	Turns from back to side	4 mos.	Child turns from his back to his side.	Allow child to lie on his back free from restrictions on a flat surface. As an incentive, a toy may be placed to one side and out of reach of the child.
8	Sit without support.	5 mos.	Child sits alone for 5 seconds or more. Child may put his hands on his legs or the table for support.	Hold the child in a sitting position on table. Making sure child does not fall, slowly remove your hands.

GROSS MOTOR

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Stands, holding on	6 mos.	The child stands 5 seconds or more by holding on. If this cannot be seen, ask the parent if the child can do this.	Place the child in a standing position holding on to a solid object (not a person).
8	Pull self to stand	8 mos.	The child can pull himself into a standing position.	Check or ask if the child pulls himself to standing position while holding on to a solid object (such as the crib rail, a chair leg or table) without help from a person.
8	Walk with assistance	11 mos.	Seen or reported.	Check or ask parent if the child walks around furniture while holding onto it.
8	Stand alone well	11 mos.	Child stands alone 10 or more seconds. If this cannot be seen, ask the parent if the child can do this.	Place the child standing on the floor. After he seems to have his balance, remove your support.
9	Attains sitting position unaided	12 mos.		Child can shift from sitting to prone and prone to sitting posture.
9	Crawls rapidly on all fours	12 mos.		The one-year old child can creep, often with alacrity. He may creep on hands and knees, or on all fours in full plantigrade fashion.
9	Walk alone	12 mos.	Child does not have any difficulty walking and does not tip from side to side. If this cannot be seen, ask the parent if the child can do this.	Watch the child as he walks to see if he has good balance and rarely falls.

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BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Throws ball.	13 mos.	Any definite forward fling of the ball is made.	Throw ball gently toward the child. When he has it in his hand say, "Now, throw it to me." If he does not respond, retrieve the ball and toss it toward him again, urging him to throw it back. If ball is merely dropped, rolled, or flung backwards, the trial is counted as a failure. Allow 3 trials, counting from time when he first seems to get the idea and makes his first attempt to throw. Preliminary handling is not counted as a trial. For this item the child may remain seated and the ball may be tossed across the table. However, it is usually better for the child to be standing or sitting on the floor.
2	Walks sideways	14 mos.	Child takes several steps sideways.	Demonstrate a pull toy. Then give the child the string and encourage him to pull the toy along the floor. The color, noise, and movement of the toy should motivate the child to watch the toy as he pulls it, and in so doing to walk sideways and backward. If child is observed walking sideways or backwards at any other time during examination period, credit may be given.
8	Walks backwards	14 mos.	The child walks backwards 2 or more steps. If this cannot be seen, ask the parent if the child walks backwards at home, possibly when pulling a toy. Pass if the parent reports the child can do this.	Tell the child to walk backwards. The tester may show the child how to do this.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Lets himself down from standing to sitting	15 mos.	Child lets himself down from standing to sitting by collapsing backwards with bump, or occasionally by falling forward on hands and then back to sitting.	
13	Kneels unaided with slight support	15 mos.	Kneels unaided or with slight support on floor and in pram, cot or bath.	
13	Able to stoop to pick up toys from floor	15 mos.	Picks up toy from floor without falling.	
2	Stands on right foot with help	16 mos.	Child stands on his right foot with slight support.	Hold one of the child's hands, and try to persuade him to lift one foot, to show his shoe, or to touch with his shoe an object held just off the floor. (A demonstration may help.) After he lifts one foot, ask him to stand on the other foot.
2	Tries to stand on walking board	17 mos.	Child tries to stand on the board. Also credit if child succeeds in standing on the board with both feet for a few seconds. At 24 months tries to stand on a walking board 10 cm high and 6 cm wide.	Place the walking board in the center of the floor where the child can reach no support with his hand. Demonstrate walking on the board for its entire length, alternating the forward foot. Then invite him to do the same. Caution: Do not ask him to walk fast or to hurry.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Creeps backward down stairs	18-24 mos.	Creeps backward down stairs. Occasionally bumps down a few steps on buttocks facing forwards.	
13	Picks up toy from floor without falling	18-24 mos.		
13	Pushes and pulls large toys, boxes, etc. around floor	18-24 mos.		"Pushes and pulls large toys, boxes, etc., around floor." (18 mos.) "Pulls wheeled toy by cord." (2 yrs.)
13	Can carry large teddy bear or doll while walking	18-24 mos.		
8	Throws ball overhand	19 mos.	The child is standing at least 3 feet from tester and throws the ball within arm's length of tester between his knees and face. (Cannot score a pass if child refuses to throw the ball toward tester but continually throws away from him.)	Tell the child to throw the ball to the tester using an overhand throw. The tester may show him how to throw overhand.

GROSS MOTOR

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Walks with one foot on walking board	20 mos.	Child walks a few steps on the board, with one foot on and one foot off. Also credit if child attempts to walk on the board, with both feet on the board and if child takes 2 or more steps before stepping off board.	Place the walking board in the center of the floor where the child can reach no support with his hand. Demonstrate walking on the board for its entire length, alternating the forward foot. Then invite him to do the same. Do not ask him to walk fast or hurry.
9	Walk down stairs (hand held)	21 mos.		"Two year olds no longer need assistance in walking up and down stairs. . . . . "
9	Get down from adult chair, without assistance	21 mos.		
9	Kick large ball	21 mos.	Child can walk up to ball and kick it without holding wall.	Say "kick the ball, give it a big kick" or, if necessary, "kick it with your foot," even touching his shoes (both) if he does not understand the instructions. If necessary, demonstrate.

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BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Stands on left foot alone	22 mos.	The child stands alone, momentarily, on his left foot.	Demonstrate standing on one foot and encourage the child to do the same. Drawing a short chalk line for him to stand on may help. Make sure there is no nearby support for him to hold. Then ask him to stand on the other foot.
2	Walks on line, general direction	23 mos.	Child walks close to the line (usually stepping on it with one foot, or astride it) for its entire length. Credit also if child walks entire length of line without stepping off.	Draw a straight 10-foot chalk line while the child is watching. (Alternatively, a permanent 10-foot line may be marked by paint or a strip of masking tape; this line is used in several later tests.) Demonstrate to the child by walking on the line for the entire length, always stepping on it, and saying, "See? I can walk on it all the way." Ask the child to do the same; say "You do it," or "it's your turn."
9	Walks up and down stairs, without assistance	21 mos.	Child walks up and down 3 steps alone.	"The degree of mechanization of the upright posture is further shown by the fact that he can run, kick a ball, walk up and down 3 steps alone, jump down a distance of 12 inches with one foot leading, and seat himself easily."
8	Jump in place	24 mos.	The child raises both feet off the floor at the same time for any measurable distance. He does not have to land in the same spot from which he started. (The child cannot run before he jumps, or hold on to anything for support.	Tell the child to jump. The examiner may show him how to do this.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Pedal tricycle	24 mos.	Parent reports the child can pedal a tricycle forward 10 feet or more on the level ground. Pedaling downhill is not a pass. If child has not had an opportunity to ride a tricycle of his size, score item "N.O." for no opportunity.	Ask if child can pedal a tricycle (parent).
7, 9, 10, 13	Walk on tiptoe	30 mos.	Child walks on tiptoe not holding on to anything.	Demonstration--hand may be held at first.
8	Balance on one foot five seconds	36 mos.	Child can stand on 1 foot 5 seconds or more in 2 of 3 trials.	Show the child how to stand on 1 foot without holding on and then tell him to do it. Time him with a watch, if possible. The child must be given 3 trials.
7	Walk on a line	36-48 mos.		
10, 13	Jump from bottom step	36-48 mos.		By his fourth birthday, the child can jump from a height of about 12 inches and make a standing jump of about 23 to 33 inches.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
7, 9, 10, 13	Go up stairs using alternating feet	36-48 mos.	Child walks up 3 steps, alternating feet.	He can walk up a flight of three steps without support, using alternate feet, and descend a stairway alone. Walks alone upstairs with alternating feet and downstairs with two feet to step.
9	Squat in play	36-48 mos.		
7	Run	36-48 mos.		
9	Throw ball overhand	36-48 mos.		Roll the (small) ball across the room on the floor. Ask the child to get the ball, adding "Hurry up. Run" or "Catch it. Get it." After he picks it up, say "now throw it to me." Then throw it back to the child, adapting your throwing to his ability to catch it. This enables observation of the way he catches as well as the way he throws. May demonstrate overhand throw, "Now throw like this."

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Catch bounced ball	36-48	The child catches the ball with his hands in 2 out of 3 trials. The child may catch the ball against his body if he uses his hands and not his arms. (If the child uses only his arms against his body to catch the ball, this would be a failure).	The tester stands about 3 feet from the child and bounces the ball to him, taking care to have the ball bounce once halfway between the tester and the child. The ball should reach the child between his neck and his waist. The child is told to catch the ball. He must be given 3 trials.
9	Skip on one foot	36-48 mos.		The alternate foot takes a walking step forward.
9	Stand on one foot 4-8 seconds	36-48 mos.	Child maintains pose 4-8 seconds.	The examiner stands facing the child, who has been led . . . away from available supports, and says, "Look, see if you can stand on one foot like this." The examiner demonstrates holding the position. As soon as the child tries, say, "Fine, keep it up," and count slowly, a count to a second. Repeat once or twice so the child has a fair trial. If child seems timid about trying, take his hand and try; then have him try again. The examiner demonstrates and maintains the pose to encourage the child to do so. He may be timed by slow counting."

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8, 13	Hop on one foot	36-48 mos.	The child hops on 1 foot 2 or more times in a row, either in place or over a distance, without holding on to anything.	Tell the child to hop on one foot. The tester may show him how to do this.
9	Balance on one foot for 10 seconds	36-48 mos.	Child stands on one foot more than 8 seconds.	STANDS on one foot more than 8 sec. The examiner demonstrates and holds the pose to encourage the child to do so. He may be timed by slow counting.
13	Climbs ladders and trees	48-60 mos.		
8	Walk Backward--heel-toe	56 mos.	The child can walk backward in a straight line for 4 or more steps, placing his toe 1 inch or less in back of his heel, 2 out of 3 trials.	Show the child how to walk placing the toe of one foot in back of and touching the heel of the other. Walk about 8 steps like this and then tell the child to do it. (The tester may compare this to a backward tightrope walk.) The child must be given 3 trials.
13	Run lightly on toes	60-72 mos.		

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9, 13	Skip on alternate feet	60-72 mos.	Child skips using both feet alternately.	Five year olds skip smoothly and jump as well.
10	Can jump rope	60-72 mos.		
9	Use overhead ladder	60-72 mos.		Child can descend a long stairway or a large ladder alternating the feet.
13	Dance to music	60-72 mos.		
6, 10	Roller-skate	60-72 mos.		Child can roller-skate on four wheels but cannot ice skate if the skates have a single runner.
13	Hop 2-3 yards forward on each foot separately	60-72 mos.		

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Walking board: 6 cm. board, without stepping off for full length	60 mos.		The boards are 10 cm. high from the floor, and 2.5 meters long. A square platform at each end of the board makes it possible for the child to start flush with the walking surface of the board and to finish with both feet at this level. As the child stands on the small platform ready to start, the examiner says, "See this board? I want you to walk on top of it, way to the end. If you step off, step right back on at the same place and keep on going until you get to the end. Do you understand? Ready, go." Time is taken from the moment the child's first foot touches the board until both feet are placed on the platform at the other end.
9	Jump from height of 12", landing on toes only	60-72 mos.		

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Retains red ring when placed in hand	1 month	Child retains a definite hold after you have released the ring.	Place ring in child's hand.
8	Holds hands together	2 months	Child touches his fingers together in the midline. Fail if this happens only when child is being cradled in parent's arm and hands are forced together.	Watch child and see if he touches his hands together in the midline. (Middle of his body). If this cannot be seen, ask the parent if the child has done this.
2	Reaches for dangling ring	3 months	While looking at ring, child moves arms in its direction, even if movements are very slightly coordinated	Suspend ring by string within easy reach above child. Move it about slightly, making sure the child is looking at it.
2	Watches movement of own hands	3 months	Child looks attentively at own hand or hands.	Observe the child's behavior during periods of free activity; for example, while lying in the crib. Note whether he looks at his hands.
8	Grasps rattle	3 months	The child grasps the rattle for a few seconds.	Place a rattle touching the backs or tips of the child's fingers when he is on his back on the table or is being held.
3	Recovers rattle from chest	4 mos.	The child makes an effort to secure and succeeds either when on back or chest. A chance success is not credited. If there is any doubt about the response, it should be given several times.	The rattle is shaken gently to attract the child's attention, then laid on his chest if he is on his back, or put on the table at curve of child's shoulders, if the child is on his chest.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Reaches for objects	4 mos.	The child reaches toward the toy. He doesn't need to touch or pick up the toy for for a pass. If this cannot be seen, ask the parent if the child has done this.	The child should be held in a lap so that he can easily place his hands on the table. Place a toy (such as a rattle) within easy reach of the child and tell him to pick it up.
2	Picks up cube	5 mos.	The child picks up cube with his thumb partially opposed to his fingers, using the palm as well as the thumb and fingers. Also credit if thumb and fingers are completely opposed but palm is not used.	With the child seated at the table, place a one-inch cube within his easy reach.
2	Bangs in play	5 mos.	Child bangs in play.	Offer a spoon to the child. If necessary, place it in his hand. Note whether he playfully bangs the table or other surface with the spoon, in apparent enjoyment. Note also whether he does this at any time during other playtime with or without an object in his hand.
8	Rakes and attains raisins	6 mos.	The child picks up the raisins with his hand using a raking motion. Make sure that the child was not able to pick it up only because of sticky fingers. He should also be passed if he uses a thumb-to-finger pincer grasp.	The child should sit in a lap so that he can place his hands on the table. Drop a raisin directly in front of the child within easy reach and on a surface that it contrasts with so it is easily seen. The tester may point to or touch the raisin to attract the child's attention. See how the child picks up raisin.

FINE MOTOR SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Lifts cup with handle	6 months	the child lifts the cup by the handle, using one hand predominantly	Cast a cube, rabbit, or other small toy on the table to attract the child's attention; then cover it quickly with an inverted cup, with the handle toward the child. Give him an opportunity to exploit the cup; repeat presentation up to 3 times.
3	Grasps string	7 months	the child is able to pick up the string.	A shoestring is placed on the table before the child and his attention attracted to it by pointing, tapping on the table, etc.
3	Pulls out peg	7 months	the child succeeds in removing the peg two or more times.	A pegboard with six holes in a row, each two inches apart is used with 2½" pegs. It is placed before the child and one peg is placed in a hole that is within easy reach of the child. It is taken out and replaced several times and then left in place before the child. The child is encouraged by word and gesture to do the same.

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BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9, 2	Shakes bell	7 months	Child shows interest in producing sound--ringing bell, banging toys, etc.	Observe whether the child intentionally uses objects to make noise.
3	Bangs spoon	8 months	The child bangs the spoon against the table, or if his mother or attendant can give evidence that he does so frequently at home.	Procedure: The spoon is knocked on the table in front of the child and then presented to him. While he is playing with the spoon, it is taken from him and again knocked against the table (care must be taken not to startle him) and returned to him. If the child does not imitate, the demonstation should be repeated several times.
8	Transfers cube from hand to hand	8 months	The child passes the block from one hand to the other without using his mouth, body or table. If this cannot be seen, ask the parent if the child passes small items from one hand to the other. Long objects such as spoons and rattle do not count.	See whether or not the child passes a block from one hand to the other. The tester may encourage this by giving the child a block and then presenting a second block to the hand that is already holding one. The child will often pass the first block to the other hand so that he can pick up the second block.

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BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Hits cup with spoon	10 months	The child hits the cup with the spoon 2 or 3 times either inside or outside. (Credit is given at 12 months if the spoon is placed within the cup and is moved back and forth.)	Procedure: The cup is placed before the child and the spoon moved back and forth in it, hitting the edges. The spoon is then placed beside the cup with handle toward the child.
8	Neat pincer grasp of raisin	10 mos.	The child picks up raisin using any part of the thumb and a finger by bringing them together. He should also be passed if he uses a neat pincer grasp.	The child should be held on a lap so that he can place his hands on the table. Drop a raisin directly in front of the child within easy reach. (The raisin should be dropped on a surface that gives good contrast, such as white paper, so that it can be easily seen.) The tester may demonstrate, point to, or touch the raisin to attract the child's attention. See how the child picks up the raisin.
14	Can remove cube from cup in imitation	11 mos.	The child can remove an object such as a small block, spool, or other small toy when it is placed in a cup while child is watching.	
6	Does not drool	11 mos.		
2	Holds crayon	11 mos.	Child holds crayon adaptively (with evident efforts to adopt a writing position, aiming one end of the crayon at the paper more or less in imitation of adult writing position, even if the fist is turned thumb down.	Place a piece of paper on the table in front of the child; then place a crayon on the paper with the tip pointing away from him. If he makes no effort to touch the crayon to the paper, take the crayons and scribble plainly with the obvious writing gestures. Then give the crayon to the child with directions (by word and gesture) to "Write."

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Pushes car	11 mos.	Child pushes the car with its wheels on the table.	Push the little car slowly across the table across the child's field of vision. Then push it to him, indicating by gestures and words (such as, "Baby, push it," or "Make it go") that he should push it. If necessary, repeat the demonstration and invitation 2 or 3 times.
2	Puts 3 or more cubes in cup	12 mos.	At least 3 cubes are in cup at one time.	Place a cube in the cup, then take it out and hand it to the child. By word and gesturing encourage him (with repeated demonstrations if necessary) to put it in the cup, with such words as "Baby do it," or "Put the block in the cup," "Put it in." Place 8 or more cubes in front of him and say, "Let's put them all in." "Put all the blocks in the cup." If necessary, urge by gestures, and repeat the request once or twice if his attention strays.
3	Marks with pencil	12 mos.	The child makes any kind of marks on the paper. (If he makes a definite scribble, he is given credit at 14 months and if he does so without demonstration, he is credited at 18 mos.	Procedure: A piece of paper and a pencil (not longer than 3½ inches nor shorter than 2½ inches. The lead should be soft and the point blunt. Red or blue. Red or blue lead is preferable to black) are placed before the child with the request"_____write." If after 5 or 10 seconds he does not scribble, the paper and pencil are taken from him and again placed before him with the same request. If there is still no response, the examiner takes the pencil and demonstrates by scribbling 6 to 8 lines back and forth, about 3 inches in length, then places the pencil on the table before the child again.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Recovers cube concealed by cup	12 mos.		The one-year-old child releases one or more cubes in the cup. He may remove the cube or cubes from the cup, or he may transpose the cup with its contents to lap or chair.
8	Tower of 2 cubes	13 mos.	The child puts one block on top of another so that it does not fall.	Place blocks on the table in front of the child. The tester may encourage him to stack the blocks one upon the other as high as he can by showing him how and/or handing the child the blocks. (The very young child is sometimes distracted by a number of blocks and will perform this item more easily when given the blocks one at a time.) Child may have up to 3 trials.
14	Can pick up and hold 2 small objects in one hand	14 mos.	Child can take and hold, when offered, two small objects in one hand, such as blocks, spools or small toys.	
8	Dumps raisin from bottle spontaneously	18 mos.	The child dumps the raisin out of the bottle without being shown how to do it.	Place a raisin in a bottle and tell the child to get it out.
13	Turns pages of book 2 or 3 at a time	18-23 mos.		Enjoys simple picture book, often recognizing and putting finger on coloured items on page. Turns pages 2 or 3 at a time.
9	Turns knob (radio)	18-23 mos.		

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
14	Can throw small rubber ball	20 mos.	Upon request, child is able to throw a crumpled up piece of paper in the form of a ball, or a small rubber ball, to the examiner.	
9	Tower of 5-6 cubes	21 mos.		Tower of 5-6. May need demonstration to begin and urging to continue. The tower should stand. Remove all cubes, except those which the child is holding to the far side of the table. Attract the child's attention by saying, "See," or "Look," and build a tower.....Then push the blocks toward the child's right and say with appropriate gesture, "You make one." If necessary separate one block from the rest and point to it, saying, "Put it here," and at the same time give the child a block, if he does not already hold one. As a final result, build a tower of 2 for the child and encourage him to place his cube on it. Urge him to continue building until the tower topples. Give him at least 2 trials to demonstrate his skill.
9	Paper: Folds once imitatively	21 mos.	Child folds paper once in imitation.	Take a square sheet of paper, say to child, "Now watch me." I. Fold the paper over once and crease it. Hand an uncreased square sheet of paper to the child and say, "You do it." II. If child imitates, fold the paper two times and again hand over an uncreased sheet. III. Repeat II, and add a diagonal crease, and hand over an uncreased sheet as before. Do not rotate the paper as it is folded. I II III

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Book: Turns pages singly	24 mos.		
13	Has well-developed handedness	24-29 mos.		
13	Turns door handles	24-29 mos.		
9	Can roll, pound, squeeze, pull clay	24-29		Manipulates--pounding, squeezing, pulling off small pieces; often handing to adult.
9	Fills and dumps containers with sand	24-29 mos.		Fills pails and dishes with sand and stones, dumping and throwing.
9	Formboard: adapts in 4 trials	24 mos.		Place the board on the table, round hole at the child's right and triangular apex pointing away from him. Then place the 3 blocks in front of their respective holes at the table edge near the child and say, "Put the blocks where they belong." If the child merely piles the blocks or otherwise does not conform to the expected response, point to the holes saying, "Put them here." If he does not fully insert the blocks say, "Way in." If necessary complete or demonstrate full insertion. When all of the blocks are finally in their holes, lift the board and replace it on the table, pushing the blocks to the table edge for a second trial. Allow at least 3 trials. During any trial, replace on the table in its original position any block misplaced by the child. If the child is successful in placing the blocks correctly in their holes, rotate the board

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
	Formboard: Adapts in 4 trials (CONTINUED)			180°, keeping its plane horizontal to the table, and replace it on the table with the square hole near the round block and the round hole near the square block. As before, replace on the table in its original position any block which has been misplaced and which would hinder the placement of the correct block. When the child has completed the first trial, reorient the board by lifting and turning it as before; then replace it for the 2nd trial. Give the child at least 3 trials. The time limit for successful scoring is 1 minute but it is frequently desirable to permit the child to continue his efforts beyond this time."
3	Manipulates egg beater	27 mos.	The child makes one complete turn of the handle in any of the trials.	The procedure is to demonstrate several revolutions saying, "See this. You make it go the way I do." The egg-beater (5 ½ inches long) is presented in position for the child's preferred hand. Three trials are given with a demonstration before each trial.

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FINE MOTOR SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Enjoys finger painting	30-35 mos.	Joy and pride in product; exclaims, "Look what I made!"	
9	Makes mud and sand pies	30-35 mos.		Makes "cakes", "pies", etc. With reference to sand.)
13	Paints strokes, dots, and circular shapes on easel	30-35 mos.	"Paints with large brush on easel."	
6	Cuts with scissors	35 mos.		
13	Picks up pins, thread, etc., with separately covered	36-48 mos.	Picks up pins, thread, etc. with eyes separately covered	
7	Drives nails and pegs	36-48 mos.		
13	Builds tower of nine cubes	36-48 mos.	"Builds tower of 9 cubes, and bridge of three from model."	
7	Holds crayon with fingers	36-48 mos.		

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Strings 4 beads	36-48 mos.		
13	Can close fist and wiggle thumb in imitation, R & L	36-48 mos.	"Can close fist and wiggle thumb in imitation. R. and L."	
11	Puts 6 round pegs in round holes on peg-board	36-48 mos.	The child puts all pegs in board once out of three trials.	Procedure: Seat the child at the low table in such a position that he can see the holes in the board. Remove the pegs in full view of the child and place them in a row on the table near the middle of the side of the peg board nearest the child. Give the child no aid in the test other than letting him see the examiner remove the pegs. Say, "See if you can put them back in their holes," pointing to the pegs and then to the board. If the child does not grasp the idea, continue motioning from pegs to board and saying, "Put them back." Place no emphasis on the speed with which the test is to be done. It is necessary to praise the successful placement of pegs and to keep the child's attention on the task. . . .
11	Imitates building of bridge with cubes	36-48 mos.	Count only a real pyramid (bridge) as successful. The degree of space between the cubes is immaterial, as long as the third block is balanced on top of the lower two.	Procedure: With 3 of the cubes build a pyramid (bridge) on the table directly in front of the child, leaving enough space between the model and the edge of the table for the child's copy. Say as you work, "See what I am making. I wonder if you can make one just like it. Make it out of these and make it right there," pointing to the other 3 blocks which are placed on the table to the child's left and then to the space immediately in front of the child.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Builds tower of 10 or more cubes	48-60 mos.		
6	Draws with pencil or crayon	48-60 mos.		
13	Draws simple house	48-60 mos.	"Draws simple house with door, windows, roof and chimney."	
7	Prints simple words	48-60 mos.		
9	Paper: Imitates folding and creasing paper three times	48-60 mos.		"Take a square sheet of paper; say to child, "Now watch me." Fold the paper over once and crease it, as shown below. Hand an uncreased square sheet of paper to the child and say, "You do it." II. If the child imitates, fold the paper two times and again hand over an uncreased sheet. III. Repeat II and add a diagonal crease, and hand over an uncreased sheet as before. Do not rotate the paper as it is folded. The size of the square sheet may be slightly varied from the convient 8.5 inch specification. The examiner should fold the paper in the same direction which the child will use. The near corners should be aligned with the far corners. I II III

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3, 10	Paper: Folds triangle from paper 6" square in imitation	48-60 mos.		(At the age of 5 years, the average child can fold a triangle from a paper 6 inches square in imitation of a model.)
9	Learns to lace shoes	60-72 mos.		Usually at 6 years.

FINE MOTOR SKILLS -Writing

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	FINE MOTOR--WRITING Holds crayon adaptively	11 mos.	Child holds crayon adaptively with evident efforts to adopt a writing position, aiming one end of the crayon at the paper more or less in imitation of the adult writing position even if the fist is turned thumb down.	Place a piece of paper on the table in front of the child; then place a crayon on the paper with the tip pointing away from him. If he makes no effort to touch the crayon to the paper, take the crayon and scribble plainly with obvious writing gestures. Then give the crayon to the child with directions (by word and gesture) to "Write."
3	Marks with pencil	12 mos.	Same credit as "marks with pencil" at 12 months in Fine motor area of LAP.	Same procedure as "Marks with pencil" at 12 months in FINE MOTOR AREA OF LAP.
8	Scribbles spontaneously	13 mos.	The child makes two or more purposeful markings on the paper. (Fail accidental marks or stabbing with the pencil.) If this cannot be seen, ask the parent if the child scribbles without help.	Place a piece of paper and a pencil in front of the child at the table so that he can reach them easily. The tester may place the pencil in the child's hand.
13	Begins to show hand preference	18-23 mos.	The child is beginning to show definite preference for using one hand."	

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FINE MOTOR SKILLS -Writing

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
14	Imitates horizontal line	24 mos.	After demonstration, the child can take pencil or crayon and copy horizontal lines about 3 inches in length.	
13, 14	Imitates vertical line	24 mos.	After demonstration can take pencil or crayon and copy vertical line about 3 inches in length."	Can sometimes also copy V.
9	Imitates V strokes	24 mos.		Place a fresh piece of paper before the child, secure his regard, and draw a V stroke at the side of the paper at the child's left.
9	Imitates circular stroke	24 mos.	The child draws a continuous marking which leaves within its border a well-defined space, even though oval in-shape.	Draw a continuous concentric circular line, making 3 or 4 circuits. Indicate by pointing below the model the place where the child is expected to mark.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Paints strokes, dots and circular shapes at easel	30-35 mos.	The child paints with large brush on easel.	
9	Enjoys finger painting	30-35 mos.	Joy and pride in product, exclaims, "Look what I made!"	
9	Holds crayon by fingers	30 mos.	Child holds crayon by fingers as opposed to holds in fist.	
9	Imitates V and H strokes	30 mos.	Imitates both V and H strokes.	Model, as done for previous writing items.
9	Copies circle	36 mos.	Child draws a continuous marking around a well-defined space, without the modeling of how to do it, but looking at one already drawn.	Supply the child with a pencil and a sheet of green paper, then present the card to be reproduced and say, "Make one just like this." If there is any hesitation, encourage the child by saying, "I am sure you can. Just try." Be careful not to draw around the figure in pantomime nor to give the child any indication by gesture of the movements made in drawing. Such procedures alter considerably the psychological import of the test. If the child asks what the figure is, do not give him its geometric name; merely say, "it's just something to draw." Hold the model flat on the table just above the paper, while the child draws. When necessary, prevent him from marking on the model by withdrawing it from his reach, saying, "You mark here," pointing to the paper. Allow 3 trials.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Imitates cross	36 mos.		Place a fresh sheet of paper before the child, secure his regard, and, using the red lumber crayon (a pencil, beginning at 3 years) draw a cross at the side of the paper at the child's left. Then hand the crayon to the child, point to the right side of the paper and say, "You make one here." If the child's first response is not a well-defined imitation, repeat the demonstration with a fresh sheet of paper. If,on the first trial the child marks over the examiner's mark, on the 2nd trial give a little more emphasis to the right. If necessary give the child 3 trials.
-3	Copies V, H, T	36-48 mos.	Use same procedure as for "copies circle" above.	
9	Traces diamond	42 mos.		Fold the paper so that only the diamond is exposed. Then say to the child, "Now take your pencil and draw a line right around here, but don't go outside of the lines. Start right here and go around this way, " pointing in a counter-clockwise direction and adding the warning, "But be careful, don't go outside the lines."
11	Copies cross	46 mos.	Same procedure as "copies circle" at 36 mos. (Score the efforts leniently.) If child is obviously trying to make a cross and has some idea of how to go about it, score the results plus.	Procedure: Place the cardboard square (3 inches square of white cardboard) in front of the child, one edge touching the piece of blank paper on which the child is to make his copy. Give him a pencil and instruct him thus: See how nicely you can make one just like this. Make it right here. Give 3 trials.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Copies V, H	48-60 mos.	Same procedure as "copies circle at 36 mos."	
9	Draws man with two parts.	48 mos.		When the spontaneous drawing is completed and the child has told what he has drawn, say, "That's very fine," then turn the paper over and say, "Now draw a man." If the child says, "I can draw a little girl" or some object other than a man, say, "Well, try to draw a man this time." If the child protests, say in an encouraging tone, "Oh, I am sure you can." If necessary, add, "Just try." It is the very exceptional child who does not comply. Adaptability in itself is significant. Permit the child full freedom to turn the paper, but if necessary steady the paper as he draws. When the child has finished, ask him to name the various parts unless there is no possible ambiguity.
9	Adds three parts to incomplete man	48 mos.	The child adds 3 parts to the incomplete man with no more than 1 suggestion from examiner.	NEVER present this item before or immediately after the drawing of a man. It may be introduced conveniently after the imitation and copying of forms. Place the incomplete drawing of a man on the table and say, "What is this?" Allow the child ample opportunity to respond, but if he does not, tell him it is a man and continue saying, "The person who made this man didn't draw all of him, did he? You finish him." If the child does not attempt to add to the drawing, after he has been appropriately urged, say, "See, he has only one ear. Draw his other ear." Make no additional suggestions, but urge the child to finish the man as completely as possible, respecting, of course, the child's endurance.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Draws simple house	48-60 mos.	The child draws simple house with door, windows, roof and chimney.	
10	Prints a few capitals	48-60 mos.	The child prints a few capitals, large and irregular. (Usually the initial capital of his first name.)	
10	Prints capital initials of own name	48-60 mos.	The child prints a few capitals, large and irregular, usually the initial capital of his first name.	
7	Holds paper with other hand in writing	48-60 mos.		
9	Draws three bubbles correctly	54 mos.	The child draws three bubbles correctly.	Place the picture of a boy blowing bubbles in front of the child with the remark, "What is the boy doing? He is blowing bubbles, isn't he?" Point to the bubble and if necessary draw around it to be sure that the child knows what the bubble is. Then say, "Now you draw one bubble under the chair; just one bubble under the chair." Follow this with, "Now make 2 bubbles above the boy's head." Then say, "Make 3 bubbles behind the boy -- 3 bubbles behind him." then, "Make 4 bubbles in front of him -- 4 bubbles in front of him." If the child refuses because he does not understand where to place the bubbles, urge him to put them where he thinks they should go.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
11	Copies star	48-60 mos.	Same procedure as "copies circle" at 36 mos. Here again score the results leniently.	Place a cardboard square with star of 3 1-inch lines bi-secting each other at 60° (white 3½ inches) in front of the child, one edge touching the piece of blank paper on which the child is to copy. Give him a pencil and instruct him thus: "See how nicely you can make one just like this. Make it right here." Give 3 trials.
9	Copies square	56 mos.	Same procedure as for "copies circle"; substitute cross.	
9	Copies cross	48-60 mos.	Same procedure as for "copies circle; substitute cross	
9, 10	Copies a triangle	60-72 mos.	Same procedure as for "copies circle"; substitute triangle	
9	Copies rectangle with diagonals	60-66 mos.	Same procedure as for "copies circle"; substitute square.	

FINE MOTOR SKILLS - Writing

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Draws simple house with door, windows, roof and chimney	60-72 mos.	Draws simple house with door, windows, roof and chimney.	
9, 10	Prints first name	60-72 mos.	Prints first name in large and irregular letters, getting larger toward the middle or end of the name. Frequently reverses letter, especially S.	
13	Writes a few letlers spontaneously	60-72 mos.	The child writes a few letters spontaneously.	
9, 10, 13	Draws recognizable man with head, trunk, legs, arms, and features	60-72 mos.	Same procedure as "Draws man with 2 parts" at 48 mos. Child draws an unmistakable man. Mouth and nose are indicated as well as eyes, the man is drawn with a body, arms, legs, and feet, and features.	
10	Frequently reverses letters, especially "S"	60-72 mos.	"Frequently reverses letters, especially S."	
3, 9	Adds seven parts to incomplete man	60-72 mos.	Same procedure as "adds 3 parts to incomplete man" at 48 mos.	

FINE MOTOR SKILLS - Writing

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
10	Prints numbers 1-5	60-72 mos.	Prints numbers 1 to 5, uneven and medium sized.	
9	Copies diamond	72 mos.	Same procedure as "copies circle" at 36 mos.	

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Smiles spontaneously	3 mos.	Child smiles on his own at any time during the test. If this cannot be seen, ask the parent, "Does your child smile without your touching or talking to him?"	May pass by report. During the test see if the child smiles at tester or parent without <u>any</u> stimulation, either by touch or sound.
9	Laughs aloud	4 mos.		
2	Discriminates strangers	5 mos.	The child shows any discriminative behavior to strangers, such as a questioning look, staring, frowning, withdrawal or crying.	May be observed incidentally. Note the child's reactions to you or other strangers on his arrival or at any time during the examination period.
8	Plays peek-a-boo	6 mos.	Pass if child looks in direction where tester's face appeared before.	Make a small hole in the middle of the test form with a pencil or pen. When the child is looking at the tester, the tester hides his face with test form. Tester then looks around the test form twice and says, "Peek-a-boo" twice. Look through the hole to see if the child looks at where your face appeared twice before.
6	Reaches for familiar person	12-24 mos.		"Asks to be taken" or shows desire for being picked up or held by mother, father, nurse or other familiar persons, or otherwise clearly indicating recognition.
8	Imitates housework	14 mos.	(May pass by report). The child copies any type of housework.	Ask parent if child imitates household chores such as dusting, sweeping.
6	Plays with other children	18 mos.	(Scored by examiner on basis of information given by informant.)	Plays independently in company of others approximately same age or social station without creating antagonism. Activity is individual rather than cooperative, but he "gets along" with other children.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
6	Independent movement about house causing little concern.	19 mos.	Child goes about house or yard with only occasional oversight as to whereabouts or actions and causes little concern in doing so.	
8	Helps with simple household tasks.	19 mos.	The child actually helps in the house in any way.	May pass by report. Ask the parent if the child helps in the house by doing simple things like putting away toys or getting something for a parent when asked.
6	Demands personal attention	12-24 mos.	The child indicates a desire to be "talked" to, or otherwise to be engaged in relation to some other person, such as directing interest toward self or own activities, beyond mere handling or care for physical needs.	
13	Imitates simple actions	18-23 mos.	The child briefly imitates simple actions, e. g. reading a book, kissing a doll, etc.	
13	Plays contentedly alone if near adults	18-23 mos.	The child plays contentedly alone but likes to be near adults.	
9	Enjoys short walks	18-23 mos.		18 mos: Runs ahead of adult; interested in all byways. 21 mos: Less exploring; often wants to hold adults' hand or helps push carriage. 24 mos: May refuse to hold adult's hand; lingers over activities along the way; picks up sticks and stones

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Parallel play predominates	24 mos.		Plays beside another child, often engaging in same activity, but quite separately.
6	Initiates own play activities	24-29 mos.	The child occupies self at play or similar activities on own initiative or at simple suggestion. May do so with others but requires no looking after.	
9	Participates appropriately in water play	24-29 mos.		Interest shown in activities such as water-play, soap bubbles, "painting" with water, sailing boats, and extensive hand-washing.
9	Plays simple group games as Ring Around the Rosy	30-35 mos.		Increasing interest in playing with other children rather than playing alone. May play in groups of 2 or 3, but these are constantly shifting in make-up and activity.
13	Domestic make-believe play	30-35 mos.	The child engages in prolonged domestic make-believe play (putting dolls to bed, driving cars, etc.) but with frequent reference to adult.	

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Observes other children at play and joins in for a few minutes.	30-35 mos.		Social Behavior and Play: 3 years: Joins in play with other children. 2½ years: Watches other children at play interestedly and occasionally joins in for a few minutes, but little notion of sharing playthings or adult's attention.
13	Listens attentively to stories	36-48 mos.		Hearing and Speech: 3 years: Listens eagerly to stories and demands favorites over & over again 4 years: Listens to and tells long stories, sometimes confusing fact & fantasy
13	Asks for favorite stories	36-48 mos.		3 years: See previous item.
13	Enjoys floor play with blocks, boxes, toy trains alone or with others	36-48 mos.		Social behavior and play: 3 years: Enjoys floor play with bricks, boxes, toy trains, and cars. Joins in play with other children.
9 13	Understands taking turns	36-48 mos.		
13	Makes effort to keep surroundings tidy	36-48 mos.		
13	Shows affection for younger siblings	36-48 mos.		Social Behavior and Play 3 years: Shows affection for younger siblings; 4 years: Shows concern for younger siblings and sympathetic for playmates in distress
6	Performs for others	44 mos.		Does little stunts imaginatively or for entertainment of others, such as reciting, singing, dancing, in manner sufficiently creditable to be more than merely "Cute"
10	Carries a tray	36-48 mos.		Norms for hand skills: By 3rd year, child can take care of many of his bodily needs, such as undressing himself, feeding himself, going to the toilet, and washing himself; he can dry dishes, dust, carry a tray, string 4 beads in 2 minutes, build a bridge of 3 blocks in imitation, copy a O in imitation and cover a picture with paint.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Helps with adult activities in house and garden.	36-48 mos.		Social Behavior and Play 3 years: Likes to help with adult's activities in house and garden
13	Understands sharing	36-48 mos.		Social Behavior and Play 3 years: Understands sharing playthings, sweets, etc.
10 13	Helps at little household tasks (dusting, drying dishes)	36-48 mos.		Social Behavior and Play: (4 years) Follows adult around house and copies domestic activities in simultaneous play.
9	Associative group play takes place of parallel play	42 mos.		Several children engage in same activity with frequent cross-reference and comment.
9	Helps put things away	48 mos.		48 mos: puts toys away by himself; 36 mos: puts toys away with some supervision
13	Imaginative pretend play	36-48 mos.		Social Behavior and Play 3 years: Vividly realized make-believe play including invented people & objects; 4 years: Strongly dramatic play and dressing up favored
9 13	Plays cooperatively with other children	48 mos.		Social Behavior and Play 4 years: Needs other children to play with and is alternately cooperative with them as with adults
9	Goes on errands outside home	48 mos.		wants to go on short errands outside the house. Can manage if they are on same side of street.
13	Enjoys dressing up in adult clothes	48-60 mos.		Social Behavior and Play 4 years: strongly dramatic play and dressing up favored.
6	Plays competitive exercise games	48-60 mos.		Engages in competitive active play in small groups of 3 or 4 of like age, e.g., tag, hide-and-seek, hopscotch, jumping rope, marbles, tops, statues
13	Inclined to verbal impertinence when frustrated	48-60 mos.		Social Behavior and Play 4 years: Inclined to verbal impertinence when wishes crossed

SOCIAL SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Shows concern and sympathy	48-60 mos.		Social Behavior and Play: 4 years: Shows concern for younger siblings & sympathy for playmates in distress; 5 years: Protective toward younger children & pets. Comforts playmates in distress.
13	Becomes aggressive with playmates	48-60 mos.		Social Behavior and Play 4 years: Needs other children to play with and is alternately cooperative and aggressive with them as adults
9	Bosses & criticizes	54 mos.		Bosses and criticizes others. 48-54 mos. Other children "he talks funny", etc.
9	Calls attention to own performance	54 mos.		"See what I did", etc. Tendency toward self-praise. "I'm smart", "I have good ideas, haven't I?"
9	Shows off dramatically	54 mos.		Shows off dramatically: is often silly in his play and may do things wrong purposely.
13	Comforts playmates in distress	60-72 mos.		
9	Performs simple errands	60-72 mos.		Can go to kindergarten by himself. Can safely cross streets, if not too hazardous, and can even help a younger child to cross the street.
13	Understands need for rules & fair play	60-74		Social Behavior and Play 5 years: Cooperative with companions & understands need for rules and fair play
8	Respects property	60-66 mos.		
13	Plays complicated floor games	60-74 mos.		Social Behavior and Play: 5 years: Floor games very complicated
13	Chooses own friends	60-74 mos.		
6	Plays simple table games	60-74 mos.		Plays table games with others requiring taking turns, observing rules, appreciating goals, and does so without undue dissension (such as tiddlewinks, Old Maid, Parchesi, dominoes, checkers)
6	Goes to school unattended	60-74 mos.		Leaves for school or other familiar place outside of immediate neighborhood "on his own"; may go with friends, but no one is in direct charge of him. Comes to school by self or with other children if school is within easy walking distance. Adjust to leaving adult at home.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Plans and builds constructively	60-74 mos.		
9	Explores neighborhood	60-74 mos.		Same as for "goes on errands". Can safely cross streets, if not too hazardous, and can even help a younger child to cross the street.
13	Relates clock time to daily schedule	60-74 mos.		Social Behavior and Play: 5 years Associates meaning of clocktime in relation to daily programme.
9	Gets along well in small groups	60-74 mos.		Plays in groups of 2 to 5. Friendships are becoming stronger.
9	Conforms to adult ideas	60-74 mos.		Can comply readily with requirements of fairly formal situation

SELF-HELP SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Picks up spoon	5 mos.	Child makes definite effort to reach for and pick up spoon and succeeds, but if spoon is picked up by reflex closure of hand on chance contact, it is not credited.	Material: aluminum teaspoon on standard size. Spoon is placed directly in front of child (sitting position) within easy reach.
2	Lifts cup with handle	6 mos.	Child lifts cup by handle, using 1 hand predominantly.	Cast a cube, rabbit, or other small toy on the table to attract child's attention to it; then cover it quickly with an inverted cup, with handle toward the child. Give him opportunity to exploit the cup, then repeat presentation up to 3 times.
8	Feeds self cracker	6 mos.	Parent says child can do. Score "N. O." if for some reason child has not been allowed to have a cracker or cookie.	May be passed by report. Ask parent if child feeds himself a cracker or a cookie.
13	Holds, bites and chews biscuits	9 mos.		
9 8	Drinks from cup when held (some spilling)	11 mos.	(The cup must not be the type that has a spout.)	May pass by report. Ask parent if child can hold a cup or glass and drink from it without spilling much.
9	Finger-feeds self for part of meal	12 mos.		Feeds self with fingers.
9	Fusses to be changed after B-M	12 mos.		
9	Usually dry after nap	12 mos.		
10 13	Enjoys taking off hat, shoes, pants	12 mos.		Cannot untie or unbutton; can take off all clothes
8	Holds spoon, bring to mouth, licks it	14 mos.	Child can use spoon or fork to get food to his mouth without spilling	May pass by report. Ask parent if child uses spoon or fork to eat. If so, how much does he spill?
13, 9	Indicates wet pants	15 mos.		Indicates wet pants or puddles, usually by pointing.

SELF-HELP SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Has bowel control	15 mos.		Rarely has bowel movement accident
8	Uses spoon, spilling little	16 mos.	Child can use spoon or fork to get food to mouth without spilling	May pass by report
8	Drinks from cup	17 mos.	Child can do this. (Not a cup with spout)	May pass by report. Ask parent if child can hold a cup or glass and drink from it without spilling much
13	Remembers where objects belong	18-23 mos.		
9	Can unzip zipper	18-23 mos.		
9	Indicates desires by gesturing & utterances	18-23 mos.		Communicates both by gestures & words but words are beginning to replace gestures
9	Picks up toys & puts them away	18-23 mos.		Will put away toys with some supervision.
14	Lifts & holds cup between hands	18-23 mos.	Child can hold cup well for drinking.	Handles cup well: lifting, drinking, and replacing
6	Unwraps candy	22 mos.		Given candy or food enclosed in wrapping, removes wrapping without suggestion, or help before eating.
9	Inhibits turning of spoon	24 mos.	Child uses spoon with moderate spilling.	Inserts spoon in mouth without turning; moderate spilling.
9	Dry at night if taken up	24 mos.		Dry at night if taken up. (all night); Verbalizes toilet need fairly consistently.
6	Masticates food	12-24 mos.	Chews solid or semi-solid foods before swallowing	
6	Pulls off socks	12-24 mos.	Removes socks, stockings, or shoes, unassisted if unfastened, as an act of undressing not merely as means of play	
6	Discriminates edible subtances	12-24 mos.	Avoids eating trash, and readily discriminates between ordinary substances suitable or unsuitable for eating without necessity of sampling them. May bite hard objects but does not require watching in this respect.	
6	Removes coat or dress	24-36 mos.	Removes own coat, dress, or overcoat without assistance,	when same is unfastened.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Verbalizes toilet needs fairly consistently	24 mos.		By actions or speech expresses to someone desire to go to toilet and rarely has daytime "accident". May be assisted at toilet.
9	Pulls on simple garment	24 mos.		Socks, mittens, pulls up pants
3	Lifts & drinks from cup & replaces on table	24-29 mos.		
3	Spoon-feeds without spilling	24-29 mos.		
9	Takes off shoes, hat, mittens	24-29 mos.		Can remove shoes if laces untied. 18 mos.: can take off mittens, hat, socks
9	Pulls down pants at toilet	24-29 mos.		Helps pull up or push down pants
9	Unzips zippers	24-29 mos.		18 mos: can unzip zippers
6	Eats with fork	28 mos.	Use fork without much spilling for eating solid food which does not require cutting.	
9	Helps put things away	30-35 mos.	Child will put toys away with some supervision.	
11	Buttons one button	31 mos.	Present to children under 36 mos. of age. Scored as All or None (if he succeeds in unbuttoning it)	Use 2 3" x 6" stips. 5/8" buttons on one strip, a 7/8" hole on other. Present first with button fastened. "Look what we have here, a button; and see how it comes unbuttoned. Then we can button it again this way. We just push the button through the hole and pull it like this, and then it's buttoned. Now let's see if you can button the button like that." Unbutton strip and place 2 pieces of cloth in front of child, button on left, buttonhole on right. Give encouragement, "you are doing fine."

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Dresses with supervision	32 mos.	Child can put on & take off clothes, knows the front from the back, can button and needs no help except for tying shoes or putting buttons into right holes. Parent may tell child what to do and not do. Fail if child cannot button.	May pass by report. Ask parent if child can dress himself. If so, how much help is needed?
11	Buttons 2 buttons	33 mos.		Show it to child buttoned. Then unbutton & place in front of child. Say, "Let me see how quickly you can button these."
6	Puts on coat or dress unassisted	34 mos.		Put on own coat, dress, or overcoat without help, but need not button.
6	Gets drink unassisted	24-36 mos.		When desiring drink, is able to obtain one under ordinary circumstances in familiar surroundings without help, obtaining cup or glass if accessible, turning tap on & off, without serious hazard or messing.
6	Dries own hands	24-36 mos.		Dries own hands acceptably without help. Hands may be washed for him.
9	Unbuttons accessible buttons.	36-48 mos.		36 mos: Is able to unbutton all front & side buttons by pushing buttons through buttonholes.
9, 10	Feeds self with little spilling	36-48 mos.		36 mos: Rarely needs assistance to complete a meal. Little spilling. 48 mos: Likes to serve self. Combines talking & eating well. Rarely gets up from table.
10	Spreads butter on bread with knife	36-48 mos.		During 3rd year, he can spread butter or jam on bread with knife.
9, 13	Is usually dry all night	36-48 mos.		May pass by report.

SELF-HELP SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Pours well from pitcher	36-48 mos.	Pours with little spilling.	36 mos: Pours well from pitcher (Small pitcher)
9	Undresses self	36-48 mos.		48 mos: Is able to undress & dress self with little assistance. Knows front and back. 36 mos: Unbutton accessible buttons; does not know front & back. Needs assistance with shirt and sweaters.
9	Washes hands & face unaided	36-48 mos.		48 mos: Washes & dries hands and face unaided 36 mos: Washes and dries hands
9	Pulls on shoes	36-48 mos.		36 mos: Puts shoes on but may be on wrong feet
6	Buttons coat or dress	40 mos.		Puts on own coat, dress, or overcoat, and buttons same without help
8	Dresses without supervision	42 mos.	Child can dress self completely & correctly without any help. He may have help only for tying shoe laces, and for girls, buttoning or zipping backs of dresses.	May pass by report. Ask parent if child can dress self without any help.
10	Brushes teeth	42 mos.		By time he acquires all his baby teeth, during the middle of 3rd year, he is able to brush them successfully with little or no help.
8	Separates easily from mother	42 mos.	Child does not get too upset. If this cannot be seen, ask parent if child can be left with sitter without getting too upset. Pass if answer is yes.	May pass by report. See how child acts when asked to stay with the teacher while parent leaves the room; or see if child will leave the room with the tester without the parent. This should not be done before the end of the test in case the child gets upset.
9	Dries face & hands	42 mos.	Child dries face & hands without reminder.	Washes & dries hands or face without reminder to dry; washing or drying may not be very efficient.
13	Eats with fork & spoon	36-48 mos.		3 years: Eats with fork & spoon 4 years: Eats skillfully with fork & spoon

SELF-HELP SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Can carry breakable objects	36-48 mos.	Carries breakable objects without dropping.	
6	Cares for self at toilet	45 mos.		Goes to toilet alone without help. Unfastens & fastens own clothing (may require help buttoning back buttons) and performs other necessary operations. No daytime accidents.
13	Undresses self except for back buttons, laces, and ties	48-60 mos.		Can undress & dress self except for back buttons & ties
6	Goes about neighborhood unattended	48-60 mos.		Goes about immediate neighborhood unsupervised. May be restricted as to areas & "deadlines", and knowledge of whereabouts or activities may be required, but is substantially "on his own" within these limits.
9	Laces shoes	48-60 mos.		36 mos: Intent on lacing shoes, but usually laces incorrectly 48 mos: LACES WITHOUT TYING 60 mos: may be able to tie laces 72 mos: ties shoe laces
9	Distinguishes front & back clothing	48-60 mos.		48 mos: and puts them on correctly
6	Dresses self except tying	48-60 mos.		Dresses self except for tying laces, ribbons or ties. Does own ordinary buttoning. Clothing is laid out or designed. Receives help with muffler, rubbers, or overshoes in dressing for outdoors, and with specially difficult or close-fitting clothes, such as slip-over and all-over garments.
10	Can cut with knife	48-60 mos.		During the year, he may have mastered the complicated skill of using his knife to cut with.
11	Buttons 4 buttons	50 mos.	Child buttons 4 buttons.	Show buttons in buttonholes and then unfastens them & places the strips before child. No penalty for twisted strips of cloth provided all buttons are buttoned in right order (5/8" buttons, 7/8" buttonholes) on 2 (3" x 6") strips of cloth.

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SELF-HELP SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
6	Washes face & hands unassisted	54 mos.		Washes own face (except ears) acceptably and dries same without help. Washes own hands acceptably without help and dries same without soiling towel
10	Can brush & comb hair unassisted	60-72 mos.	Can comb and brush hair even without straight part.	Kindergarten age. Girls slower because of hairstyles
9	Uses bathroom unassisted	60-72 mos.		60 mos: takes complete charge of self including wiping; does not mention to adult he is going to toilet.
10	Puts toys away neatly in box	60-72 mos.		
9	Dresses & undresses alone	60-72 mos.		Dresses and undresses with care.
9	Crosses street safely	60-72 mos.		If not too hazardous, and can help younger child to cross the street.
9	Ties shoe laces	72 mos.		72 mos: ties shoe laces 60 mos: may be able to tie shoe laces.

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COGNITIVE SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Responds to sound of rattle	1 mo.	Child makes any definite response to sound, such as a blink, frown, start of body, increased activity, cessation of activity or crying. (At this age the response to stimuli may be delayed several seconds.)	Shake the rattle, about 3 rapid shakes, at a distance of about 4 inches from the child's ear: first one ear, then other. If necessary, repeat several times, pausing a few seconds between tries.
9	Responds to sudden voices	1 mo.	Child makes a definite response to speaking voice.	Stand behind and to one side of the child, out of his immediate range of vision, and speak. If he does not respond, repeat at intervals, 2 or 3 times, if necessary. Note any head turning, vocalization, cessation of activity, changing facial expression, or other indications of attention.
2	Awareness of new situations	3 mos.	If child startles, looks around wide-eyed, or otherwise plainly shows awareness that he is in a strange place.	Notice the child's reactions when brought into the testing room, or when taken to another part of the room or a new location.

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COGNITIVE SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Reacts to sight of toy	4 mos.	There is a definite increase in the activity of the child when the ring or the rattle is presented. This usually takes the form of increased kicking and waving of arms, often accompanied by facial movements.	As the child is lying on his back, the ring is dangled by the string, about eight-inches before his eyes, in the line of his vision. If the child is uninterested in the ring, a rattle may be used and gently shaken to attract his attention.
2	Discriminates strangers	5 mos.	the child shows any discriminative behavior to strangers, such as a questioning look, staring, frowning, withdrawal or crying.	Note the child's reactions to you or other strangers on his arrival or at any time during the examination period.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Turns head to look for dropped spoon	5 mos.	Child turns his head after the spoon,or any other object which makes a noise, falls.	Hold a spoon so that it protrudes over the edge of the table by the child's side, and when he is attending to it, suddenly let it fall noisily to the floor. If response is not clear, repeat. (Note any turning after other similarly disappearing objects.)
8	Plays peek-a-boo	6 mos.	The child looks in direction where tester's face appeared before.	Make a small hole in the middle of the test form with a pencil or pen. When the child is looking at the tester, the tester hides his face with the test form. Tester then looks around the test form twice and says, "Peek-a-bbo." Look through the hole to see if the child looks at where your face appeared twice before.
2	Uncovers toy	8 mos.	The child removes the tissue for the evident purpose of viewing or securing the toy.	Place a small toy (rabbit, cube, car) on the table before the child and cover it with a facial tissue while he is watching. Observe whether he removes the tissue to find the toy. If necessary, repeat the presentation.
2	Rings bell purposely	8 mos.	Child holds the bell by the handle and purposively rings it, with evidence of listening to the sound or of imitative shaking.	Hold the hand bell in front of the child; ring it while he is looking at it and then set it down. (Ring gently if he is likely to be startled by the sound.) If he does not pick up the bell, ring it again and hand it to him.
9	Responds to name	9 mos.		36 weeks (Comprehension): Responds to name, no-no.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Plays pat-a-cake	9 mos.	The child plays pat-a-cake or waves bye-bye. Do not touch child's hands or arms.	Ask parent if the child plays such games as pat-a-cake, so-big, or bye-bye without the parent moving the child's hands or arms.
3	Waves bye-bye	9 mos.	The child has any such "trick" which he is willing to demonstrate (if in a favorable mood) when requested by word or gesture.	"Adjusts to gesture." Accepts any tricks that he will perform on request by word or gesture from the mother or other persons, such as "pat-a-cake," wave hand for "bye-bye." May be necessary to depend on mother's report.
2	Responds to "no-no"	10 mos.	The child inhibits the activity, even partially, at your command or the mother's.	When the child puts a crayon or other object in his mouth, or on some other pretext, say firmly, No! No! If he does not respond, ask his mother what she has taught in this respect, and what words she uses. She may be asked to give the inhibitory command in an appropriate situation in her customary way.

COGNITIVE SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Looks at pictures in book	10 mos.	The child regards one or more pictures with interest or recognition even if his interest is of short duration. He must give evidence of looking at a specific picture rather than looking in general.	Open the picture book before the child and say "Look" or "See" in an interested manner. If he does not look at specific pictures on any of the pages, try to attract his attention by pointing to a picture and saying, -- "See the _____?"
3	Squeezes doll to make squeak	11 mos.	The child either hits or squeezes the doll. (Credit is given at 12 months if the child hits the doll in imitation of the examiner.)	A light rubber jointless doll is placed face up on the table before the child. It is hit gently several times with the open hand. Only cause gentle squeak so as not to frighten the child. If child makes no attempt to hit the doll after 2 or 3 trials, the doll is picked up and squeezed several times and handed to the child.
2, 13	Looks in correct place for toys which roll out of sight	12 mos.	Child is able to remove cover at least twice.	As the child is watching, place a toy or other small object in blue box and close the box with its solid lid. Open the box and remove the object, then put it back in the box and replace the cover. Hand the closed box to the child and say, "Baby get the _____." The demonstration may be repeated 2 or 3 times. To arouse interest, a different object may be put into the box each time.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
6	Fetches or carries familiar objects	12-24 mos.	Child performs useful errands on request, such as taking or bringing named objects to or from nearby places, or carrying simple messages to or from nearby persons.	
6	Uses names of familiar objects	12-24 mos.	Child uses names of several familiar objects (not including persons) for particular purposes; not merely "tells" the names of such objects when presented, but calls for or refers to them by name spontaneously. Names may be substitutes for or corruptions of dictionary words, but should be more than merely recognizable sounds.	
2	Imitates putting objects in box	13 mos.	The child drops the remaining 6 (6/8) beads into the box.	Place 8 square beads on the table. Then place beside the blue box closed with the lid containing hole. Pick up bead and hold it over before dropping it into the box. Say, See, they go in here. Put some in, put them all in. Repeat.
13	Understands and follows simple commands	15 mos.		e. g. Shut the door. Give me ball. Get your shoes.

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BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Points to 1 named body part	17 mos.	Child correctly points to one part of his body. Ask parent if he can at other times.	Show me your eye, nose, foot or any body part.
2	Attains toy with stick	17 mos.	The child makes a purposeful attempt to attain the toy by means of the stick--even if he lacks muscular co-ordination to secure toy.	Place rubber rabbit on table in front of child--just out of reach. Place the stick so that it touches the toy and points toward the child. Then say, See how I made the bunny come? and pull the toy toward the child by means of stick--Come, bunny. Then replace rabbit and stick--say, (Name), make the bunny come. Demonst. of expected motions.
2	Labels one object	18 mos.	(Disregard poor articulation) 1 correct response. Accept what child customarily calls object.	Show ball--What is this? Bounce ball--Do you want it? What is it? Hold it temptingly near him and if he reaches for it, ask What do you want? Whether or not he responds with a name, let him play with the ball briefly. Then present other objects in turn, asking What is this? --Ball, watch, pencil, scissors, cup--repeat.
2	Follows one-step direction	18 mos.	Child follows 2 of 3 separate directions.	Place small chair in front of the child and seat the jointed doll beside it. (a) Say, Put the doll in the chair; Dolly (baby) wants to sit in the chair. If child attempts but can't because of muscular control, give credit for an attempt. (b) Hand toy cup and say, Dolly wants a drink, Give dolly a drink. Credit if child tips cup near upper body, face--anywhere between forehead and shoulders. (c) Hand child tissue. Say, Here is a handkerchief, wipe the dolly's nose. Credit if wipes in vicinity.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Points to three body parts (hair, eyes, nose)	18 mos.	Child shows his own or doll's hair, eyes, nose.	
13	Identifies pictures in book ("Find ball")	18 mos.		
13	Tries to sing	18-23 mos.		
3	Points to parts of doll on request	22 mos.	the child is able to point out 5 parts. Credit is given for 1 part at 18 months and three at 20 months.	Jointed doll is shown to child with words Show me the dolly's hair. No immediate response Where is the dolly's hair? Put your finger on her hair. He then is asked to point out mouth, ears, hands, eyes, feet, nose.
9	Follows three directions with ball	21 mos.	Throwing at correct objective is acceptable. Seating self on chair holding the ball is not acceptable. To pass, must carry out 3 instructions.	Place child's chair against wall not too near examining table or mother. Hand child ball, saying "Take the ball to mother." "Put the ball on the chair," "bring it to me" and "put it on the table." Emphasize underlined words.
12	Discriminates 2--cup, plate, box	22 mos.	Child correctly selects 2 of 3 objects, even if he does not relinquish them.	Place on table before the child, in order from your left to right, a cup, the blue box, and the plate, with the cup to the child's right. While holding your hand out invitingly, (but not toward any of the objects), say, Give me the cup. Please give me the cup. Reward a response with Thank you, accept the cup, and then say Now, we'll put it back.Now give me the plate (pause) The plate. Repeat for the box. You may repeat a request. Record correct responses.

COGNITIVE SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Names familiar picture cards	24 mos.	Child names 3 or identifies 5 or more by naming or pointing. Any appropriate word is scored, such as name of pet dog.	Ask question, "What is this?" or say, "Show me the _____" or "Put your finger on____." Two cards __ card A is dog, shoe, cup, house. Card B is clock, basket, book, leaf, flag, star.
8	Recognizes his own name	24 mos.		
9	Comprehends "another"	24 mos.		
5	Matches familiar objects	24 mos.	Child successfully compares familiar objects as to color, form, size (but probably not use). Enjoys doing so in play or self-activity. Groups similar objects.	
3	Responds correctly to 2 or 3 requests: (1) "Give me--," (2) "Put--in the ---," (3) "Put the -- on the --."	24 mos.	Child responds to 2/3 requests correctly.	Give me the kitty. Put the spoon in the cup. Put the thimble on the block.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Joins in nursery rhymes and songs	24-29 mos.		
13	Shows and imitates names for hair, hands, feet, nose, eyes, mouth, shoes,	24-29 mos.		Shows and repeats hair, hand, feet, nose, eyes, mouth, shoe.
9	Sings phrases of songs	24-29 mos.		Generally not on pitch.
14	Answers correctly "What do you hear with?"	29 mos.	Child either points to or says ears.	
9	Associates use with objects	30 mos.	Child names 3; answers at least one. "What do you do with it?" (Liberal scoring.)	Show, in order, pen, key, shoe, pencil, knife and ball. As each is shown, ask, "what's this?" In each case ask, "and what do we do with it?"
13	Enjoys simple stories read from picture book	30-35 mos.		
9	Gives use of object	30-35 mos.	Gives at least 1 use of 1 object.	Show in order, penny, key, shoe, pencil, knife and ball. As each is shown, ask, "What's this?" Whether or not the object is named correctly, ask in each case, "and what do we do with it?" Note if answered by language or gesture.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Recognizes himself when shown photographs	30-35 mos.		Recognizes himself in photographs when once shown.
9	Repeats 2 digits	30-35 mos.	One of 3 trials is correct.	Not sufficiently significant below age 3½.
9	Listens to musical instruments, including record player	30-35 mos.	Child experiments with musical instruments.	
9	Participates in storytelling (with words or phrases)	30-35 mos.		36 months Longer span of interest in listening to stories. Continued enjoyment of familiar, with more details and less repetition. Insists on stories being retold and reread word-for-word without changes.
9	Labels mud and clay products as "cake" and "pie," etc.	30-35 mos.		Beginning of form: making flat round "cakes" and balls.
3	Names 6 of 6 common objects: flag chair, car, box, key, fork	30-35 mos.		What is this: What do you call it?
14	Can point to teeth and chin on request	34 mos.	Child indicates both.	(a) Show me your teeth. (b) Point to your chin.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
5	Knows sex	36 mos.	Child tells sex if asked, or indicates a clear yes-no awareness.	Identifies self as boy or girl and reinforces s by indications of behavior role differences Relates and acts accordingly.
13	Matches two or three primary colors	36-48 mos.	Child matches at least two primary colors.	Matches 2 or 3 primary colors (usually red and yellow correct, but may confuse blue and green).
7, 8	Names all colors	36-48 mos.		Tells names of primary colors (red, green, yellow, blue) when designating or as designated. Note that selecting, matching, or identifying colors when named are performed at earlier ages.
14	Can point to tongue, neck, arm, knee, thumb	43-48 mos.	Child points to all items.	Show me your thumb. Show me your tongue. Where is your knee? Where is your arm? Where is your neck?
9, 11	Tells action in pictures	36-48 mos.	7 correct at 36 months 9 " " 40 " 13 " " 48 "	What runs? What cries?, etc.
3	Can name ten pictures of 18 common objects	36-48 mos.	Sight of familiar object in a picture provokes recognition and calls up the appropriate name. Responses in terms of use or description are minus.	Airplane, telephone, hat, ball, tree, key, horse, knife, coat, ship, umbrella, foot, flag, cane, arm, pocket knife, pitcher, leaf.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Can name one pictured animal from memory	36-48 mos.	4 cards with animal pictures. Show cards and ask What is this? Yes, it's a cow (tell if not). Now we are going to find it. Where is it? Big card with many pict.-- Show me-- put your finger on it.	Place the automobile, dog, and shoe in a row before the child in the order indicated from his left to his right. Call his attention to each object, asking him to name it. Accept whatever he says--name it for him. Now shut your eyes tight so you can't see them. Screen the test objects from his sight and cover the dog with a small box cover. Open your eyes--which one did I hide?
11	Can count two blocks	36-48 mos.		Use blocks (1" cube)--sheet of white paper. Give me 2 blocks--Put them here.
11	Puts together seven-piece puzzle	36-48 mos.		
13	Shows appreciation of past and present	40 mos.		3 years: (Hearing and Speech): Still talks to self in long monologues mostly concerned with the immediate present, including make-believe activities. 5 years: (Social Behavior and Play): Appreciates meaning of clock time in relation to daily program.
9, 14	Comprehend three prepositions (on top of, under, inside)	42 mos.		Put the pencil on top of the book. Now put the pencil under the book. Put the paper inside the book.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Can find pictures of animals that are alike (lotto)	42 mos.		
3, 9	Can give sensible answer to "Why do we have stoves?" etc. (function)	42 mos.	Child gives appropriate function. (If child says, "we like them," or similar response, encourage child to tell you more.) See same item at Language 36-48 mos.	Can ask about additional items: Stove, umbrella, house, cow, books,
14	Can tell how many circles when shown two circles	45 mos.		How many apples am I drawing now? While child is watching, slowly draw 5 circles about ½ inch in diameter. Don't tell the child to count them, just say: "How many?")
5	Compares texture	48 mos.		Making discriminating gross comparisons for sense of touch as rough or smooth--(er) and for verbalizing the distinction.
14	Can respond correctly to "A hat goes on your head. Shoes go on your --."	49 mos.		A hat goes on your head. Shoes go on your _____(feet, foot). (Not legs or toes.)
3	Names 14 of 18 pictures of common objects	48-60 mos.		Can use Peabody Kit pictures, Standford Binet small 2 x 4 pictures, etc.
6	"Reads" pictures	48-60 mos.	Tells story from pictures or tells what is happening.	

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BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
11	Can assemble 7-piece puzzle in 150 seconds	51 mos.		
3	Can name materials objects are made of	54 mos.		What is a house made of? Repeat. (+) Wood; boards, bricks, cement, stucco, shingles, tile, stone, lumber, blocks, rocks (-) Walls, sticks, nails, to go in tree-houses Additional items: windows, books,
5	Knows day, night	54 mos.		Recognizes time of day or night and relates ordinary experiences (getting up, meals, functions, bedtime) thereto (with due regard for seasonal, cultural and other variations.)
3	Can compare three pictures (which one is prettier)	54 mos.		Three cards with pairs of pictures for comparison. Show each card in turn and ask which one is prettier?
3	Can tell pictorial likenesses and differences	54 mos.		6 cards with pictures. Present card (a) and say, See these crosses that are just alike? Here's one that is not like the others. Put your finger on the one that is not the same as the others.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Can follow three commands in separate proper order	54 mos.		Here's a pencil. I want you to put it on the chair; then I want you to shut (open) the door; and then bring me the box which you see over there. Do you understand? First you put the pencil on the chair, then you shut (open) the door, and then bring me the box.
9	Counts four objects and answers how many	54 mos.	Correct one of 2 trials.	Place 4 pennies 2 inches apart on a table. Say "count them and tell me how many there are." Show how to count with pointing. Give 2 trials.
9	Selects heavier weight invariably	48-60 mos.	No more than 1 error in the the 5 block test. An error constitutes the selection of a lighter block when there remains a heavier one not chosen.	Dump five blocks on table and say, "These blocks all look alike, don't they? But they are not. Each one is heavier or lighter than another. Now I want you to try them all and find the very heaviest and put it here, the next heaviest here, and the next heaviest here, and the lightest here." Mix blocks and do again.
9	When shown 3 circles counts 3	48-60 mos.	One of 2 trials with pointing.	Two trials.
3, 14	Can make opposite analogies	48-60 mos.		Say a) Brother is a boy, sister is a ..... b) In daytime it is light; at night it is..... c) Father is a man; mother is a ..... d) The snail is slow; the rabbit is .... e) The sun shines during the day; the moon at .....

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
10, 14	Matches and names 4 primary colors	48-60 mos.		
9	Can obey commands using 4 prepositions, ball and chair	48-60 mos.	4 correct responses to pass at 48 mos.	Cubes or ball to be placed on, under, in back of, in front of and beside the chair.
13	Appreciates past, present and future	48-60 mos.		5 years: (Social Behavior and Play) Appreciates meaning of clock time in relation to daily programme.
8	Can define 6 words	48-60 mos.	Pass if defines words in terms of (1) use, (2) shape, (3) what it is made of, (4) gen. categ., i.e., banana/ fruit.	Make sure the child is listening to the tester and then say, I am going to say a word and I want you to tell me what it is. Ask words one at a time. What is a ball, lake, desk, house, banana, curtain, ceiling, hedge, pavement?
3	Matches 10 or 12 colors	60-72 mos.		
13 5	Gives home address	60-72	Child tells where he lives by street and number.	Tells where he lives by street and number. Need not know city, or part of city. May substitute well-known place (apartment, etc.) for home. Rural or isolated addresses may be more general but should provide equivalent of mailing information (e.g. area; road; box/route number).

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Knows source of 15 of 20 actions ("What bounces?")	60-72 mos.	Correct Responses 15 correct Object: "knife cuts" Person: I cut Direct Object: Paper cuts Unusual associations as "Sally" (boat name) and Perseverative responses correct if appropriate.	Secure child's attention and say "what runs? Tell me something that runs." If no response or inappropriate one is given, give sample answer. If needed use a second example (what cries?) then proceed with "what scratches, sleeps, flies, bites, swims, burns cuts, blows, shoots, melts, sails, boils, floats, growls, stings, gallops, aches, explodes, roars, mews.
13	Acts out stories	60-72 mos.		5 years: (Social Behavior and Play) Serial domestic and dramatic play. 5 years: (Hearing and Speech) Loves stories and acts them out in detail later.
13	Gives age	60-72 mos.		5 years: (Hearing and Speech) Gives age and (usually) birthday.
11, 15	Can form rectangle of two triangular cards.	60-72 mos.		Two rectangular cards each 2" x 3" one divided diagnonally into 2 triangles. Place the uncut card on the table with one of its longer sides toward the child. Beside it lay the 2 halves of the divided rectangle with hypotenuses turned from each other, as shown in the figure. --Say one of my cards has been cut in 2, you put these 2 pieces together to make a whole one like this (show whole card).
9	Can judge weights	60-72 mos.	Child orders weights with no errors once out of 3 trials.	5 weights--3 trials.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Knows names of following coins: dime, penny, nickel	60-72 mos.		Recognizes by name, or tells names of penny, nickle, dime, and does not confuse them with others (e. g. quarter). Need not identify numerical (values nor their relative progressive worth.
9	Learns left from right	60-72 mos.		Recognizes directions indicated by "right" and "left". Knows parts of body so indicated and also points to or moves toward these directions as named.
15	Can tell similarities or differences in nine of twelve pictures	60-72 mos.		Present card (a) and say see these two trees? They are just alike, aren't they? Just the same. Then show card (i) "But these 2 aren't alike (pointing) one is round and one is square. Show card (a). Now look at these 2. Are they alike? Are they the same? And <u>these</u>. Are they alike? Are they the <u>same</u>?
14	Can count six objects when asked "How many?"	60 mos.		How many apples am I drawing now? (On back of score sheet, while child is watching, slowly draw 6 circles about ½ inch in diameter. Don't tell the child to count them, just say: "How many?"
14	Can tell which is bigger when asked "Which is bigger, a cat or a mouse?"	64 mos.		No <u>pictures</u>.
14	Can tell what number follows 8	66 mos.		(9) ordinal value.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
14	Can tell how a crayon and a pencil are the same and how they are different	70 mos.	Child passes both.	a) How is a <u>crayon different</u> from a <u>pencil</u>? (One is colored and the other is black, one is big and other is little, one is made of wax and the other is made of lead.) b) In what way are a <u>crayon</u> and a <u>pencil</u> the <u>same</u> or alike?
15	Understands numbers up to ten	72 mos.		<u>12 1-inch cubes</u> Place the blocks in a pile on the table before S. In order that the examiner may be sure just how many blocks the child means to indicate, we use a sheet of white paper for him to put his blocks on. Say, "Give me _____ blocks. Put them here." Replace blocks after each choice--present in a random order: 3, 10, 6, 9, 7. Make sure child doesn't think he has to pick them all up at once.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	LANGUAGE Responds to sound of rattle	1 month	Child makes any definite response to sound. (Same as cognitive--1 month)	Shake rattle, about 3 rapid shakes, at a distance of about 4 inches from child's ear; first one ear then the other. Repeat if necessary.
2	Responds to voice	1 month	Child makes a definite response to speaking voice.	Stand behind and to one side of the child out of his immediate range of vision, and speak. If child doesn't respond, repeat at intervals, 2 or 3 times if necessary. Note head turning, vocalization, cessation of activity, changing facial expression and other indications of attention.
9	Small throaty noises	1 month		Vocalizations are meager and non-expressive, but he mews and makes small throaty noises, precursors of babbling.
8	Responds to bell	2 months	The child shows in any way that he has heard the bell, such as movement of eyes, change in breathing rate, or any change in the child's activity.	Hold the bell so that the child cannot see it. (To the side and a little behind his ear.) Ring the bell quietly. If the child does not seem to notice, try it again later in the test session.
2, 9	Makes single vowel	2 mos.	There are at least 2 such distinguishable syllables.	Listen to child's vocalizations for different syllables that he characteristically utters. These are not phonetic sounds that might be distinguishable in one slurred utterance, but distinct, separate syllables like "goo," "a," "la," "ma," "mu," "ah," "uh," or "en," produced when child is vocalizing freely.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Vocalizes--not crying	2 mos.	Child makes sounds other than crying. If this cannot be heard, ask the parent if the child does this.	May pass by parent report. During the test, listen for sounds other than crying, such as cooing sounds.
9	Responds to social approach by smiling	2 mos.	The child makes cooing or other vocal sounds.	The examiner leans over child who is on back--until face is about 10 inches from that of the child, and talks to him in a low quiet voice. If the child does not "talk" back it must be determined from mother. Ask mother on what occasions and when? When he first wakes? When he is played with? When he is alone?
9	Looks directly at examiner's face	3 months		
9	Chuckles	3 months		
9	Responds vocally to social approach	3 months		

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Turns to voice	4 months	Child turns head towards voice.	As the child is sitting in an upright position on his mother's lap, the examiner, approaching the child from behind, brings his mouth directly in a line with the ears and about 12" distant. Then he calls the child's name in a low quiet voice. If there is no response, the procedure should be repeated several times--first on one side and then on the other.
2, 9	Babbles, using series of syllables	4 months		Spontaneous vocalizations, producing vowels, consonants, and even syllables and diphthongs.
9	Locates source of sound	6 months	Child turns head to bell.	Hold bell so that the child cannot see it. (To the side and a little behind his ear.) Ring bell quietly. Repeat if child does not respond.
9	Vocalizes to his image in mirror	6 months		Gesell Developmental Schedules: Smiles and vocalizes to mirror.
8	Dada or Mama--non-specific	7 months	The child says <u>either</u> "da-da" or "ma-ma". The child does not have <u>to associate</u> these with a parent.	Check whether child says "da-da" or "ma-ma" at any time during the test.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Imitates speech sounds	7 months	The child makes sounds that are like those he has heard within the last minute. If this cannot be heard, ask the parent if the child does this.	Check whether child imitates sounds made by his parent or the tester. Smacking lips, etc.
9	Activity stops when hears "no-no"	9 months		
8, 9	Imitates sounds such as cough, tongue click, etc.	9 months	Those heard within the last minute are imitated.	Check whether child imitates sounds made by parents or tester.
8	Mama or Dada-specific	10 months	Pass if the child uses either da-da or ma-ma correctly for his mother or father. Ask parent if child does this.	Check if the child says da-da to his father or ma-ma to his mother during the test.
1	Waves "Bye-Bye"	6-12 mos.	Pass: Waves bye-bye or claps hands upon request. 1/3 trials. Approximate: Questionable response ± Fail: None of above.	During the evaluation say "Bye" or "Pat-a-cake" and observe response. 3 trials each.
1	Claps hands upon verbal request	6-12 mos.	See previous item.	

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Expresses 2 words besides "ma-ma" and "da-da"	12 mos.	Child has a speaking vocabulary of 2 or more words besides "ma-ma," "da-da" which child uses to designate some definite object or situation. Word must not be applied indiscriminately to a number of stimuli.	Mother's report of when word is used--how it sounds to evaluator.
2	Jabbers with expression	12 mos.	There is any such vocalization.	Observe whether child uses vocal inflections that are expressive in tone, somewhat imitative of conversational inflections, but not meaningful words.
13	Responds to own name	12 months		12 months. (Hearing and Speech). Knows and immediately turns to own name.
8	Indicates wants	12 months	The child lets someone know what he wants by pointing, pulling or saying a word. Crying is not a pass.	Ask parent how the child lets one know what he wants. ("How does _____ let you know when he wants something such as a glass of water or a toy?")
13	Responds receptively to family names, bye-bye, kitty, ball, etc.	12 mos.		12 mos. (Hearing and Speech) Shows by suitable movements and behavior that he understands several words in usual context (e.g. own and family names, walk, dinner, pussy). Comprehends simple commands associated with gesture (give it to me, come to mommy say bye-bye, etc.).

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8, 9	Says 3 words other than mama and dada	14 mos.	Parent reports child uses at least 3 specific words other than da-da and ma-ma. Words don't have to be understandable but must mean the same thing each time they are used.	Ask the parent what words the child uses regularly for specific objects, persons or actions.
9	Says names of several objects	14 mos.	18 mos.--names 1 object (ball) 24 mos.--names 2 objects (penny, key, shoe)	A few items by name.
2	Gives several common objects on request	15 mos.	Child, in response to the word, points to, touches, or looks at the item names.	Shows shoes or other clothing, or own toy. Ask, "Where are your shoes? Show me your shoes . . .Shoes?"
13	Points to familiar persons, animals, toys on request	15 mos.		Hearing and Speech (15 mos): Points to familiar persons, animals, toys, etc. when requested.
13	Follows simple commands "Give me the ---." "Get the___."	15 months.		Hearing and Speech (15 mos.): Understands and obeys simple commands (e.g. shut the door, give me ball, get your shoes).
9	Has four or five words including names	15 months.		Information gotten from parent. If extensive list not reported, ask about specifics: go, bye, car, no, yes, hello.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8	Points to one named body part	17 mos.	The child correctly points to one part of his body. If this cannot be seen, ask the parent if the child can do this at other times.	Ask the child to show you his eye, nose, foot, or any other part of his body.
14	Says 6 words besides mama and dada	17 months	Child says 6 words other than Mama or Dada.	
2	Names one object ("What is this?")	18 months	Child gives one correct response, disregarding poor articulation. Accept either the conventional name, or a different name if there is a clear indication that the child customarily calls the object by that name.	Show child the ball and ask, what is this? If he does not respond, add "Do you want it?" What is it? Whether or not he responds with a name, let him play with the ball briefly, and then present the other objects, asking each time, "What is this?" Additional urging may be used. The order of presentation is ball, watch, pencil, scissors, and cup. Record objects named.
8	Combines two different words	18 months	Child says a meaningful phrase of 2 or more words such as "play ball," "want milk" and "get down." (No credit for single-idea combinations such as "bye-bye," "thank-you," and "peek-a-boo.") If this cannot be heard, ask the parent if the child does this.	May use parent report.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Carries out two-step directions with ball	18 months	(Throwing at correct objective is acceptable. Seating self on chair holding the ball is not acceptable.) Child carries out instructions.	Place child's chair against wall not too near examining table or mother. Hand child ball, saying, "Take the ball to mother," "Put the ball on the chair. "Bring it to me," and "put it on the table." Emphasize underlined words.
3	Asks for wants by naming object (milk, cookie, etc.)	18 mos.	Child asks for at least 2 things by appropriate words. Such words as "me," "more," "gimme," etc. are not credited.	Uses words to make wants known. Procedure is determined by questioning parent (or attendant) whether child uses words to make wants known.
12	On one word response, often gets initial consonant with a vowel but seldom the final consonant	18 months		Pronunciation (18 mos.): On one-word responses, he often gets the initial consonants with a vowel, but seldom the final consonants. A child with minimal speech at this age will often use one syllable or one word for many things and with a changing inflection make himself perfectly clear.
9	Indicates desires by gesturing and utterances	18-23 mos.		Communicates both by gestures and words but words are beginning to replace gestures; indicates wants (points or vocalizes).
13	Attempts to sing	18-23 mos.		

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Points to 3 body parts of self	19 months	Child is able to point out at least 3 parts.	Points to parts of a doll. Present jointed doll to child and say, "Show me the doll's hair." If no response, say, "Where is the doll's hair? Put your finger on her hair." If no response, repeat the request but use only the single word "Hair?" Use this procedure for "hair," "mouth," "ears," "hands," "eyes," "feet," "nose."
9	Finds pictures in book	21 months	Child looks selectively, even if does not point or name.	Aim is to keep child interested and to get as many indications as possible of his use and comprehension of the spoken word. Talk about pictures and ask questions about objects. Ask child to "Show me the _____," or "What is this?"
1	Refers to self by name	18-24 mos.	Child refers to self by name. Approx: Uses such words as want ball--go slide but does not refer to self by name.	Materials: Toys During play activity set up a situation that may elicit a response from the child such as "John want" or "John _____."
9	Has twenty words	21 mos.	Child has 20 words; combines 2-3 words spontaneously such as "all gone," "oh dear," etc.	Information gotten from mother, although words and phrases heard by examiner also recorded.
2	Names 3 of 4 pictures of common objects	22 mos.	Child names 3 pictures correctly.	Show child 4-picture card. Point to dog and ask, "What is this?" The question may need several repetitions with variations, such as "You know it. What is it?" Whether or not dog is named, continue with each of the other pictures, asking, "What is this?" Show pleased acceptance of any answer. May return to earlier pictures, whether previously named or not, to encourage.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
3	Points to 5 body parts of self or doll	22 mos.	Child is able to point out 5 parts. (Credit is given for one part at 18 mos. and 3 at 20 mos.)	A jointed doll is shown to child with the words, "Show me the doll's hair." If there is no immediate response child is asked, "Where is doll's hair? Put your finger on the doll's hair." Child is then asked to point out (b) mouth, (c) ears, (d) hands, (e) eyes, (f) feet, (g) nose.
11	Imitates 2 of 4 words	22 mos.	2 of 4 words are repeated; dropping of one syllable from 2-syllable words is credited.	Ask child to say "kittie" and then present the other 3 single words one at a time. If the child does not attempt to say the stimulus word, urge him to do so, repeating the word several times if necessary, and make every effort to get him to respond. Words: Kittie, Birdie, Ball, Dinner.
14	Asks for food when hungry	23 mos.	Child passes any one of the 3 tasks.	a) When hungry asks for food; when thirsty asks for drink; asks to go to toilet.
14	Asks for water when thirsty	23 mos.		Same as above.
9	Uses pronouns I, me, you, but not always correctly	24 months	There is some discrimination shown. Invariably correct use of pronouns called for is not expected at 24 mos, but there should be some discrimination shown.	

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Uses three-word sentences	24 mos.		If not heard during examination, ask if he does elsewhere. Get as many examples as possible.
11	Imitates words	24 mos.	Child repeats all 4 words.	Kittie, birdie, ball, dinner.
13	Expressive vocabulary of 50 or more words.	24-29		Hearing and Speech (2 years). Uses 50 or more recognizable words.
2	Names common objects	27 mos.	Names 3.	"What is this?" ball, watch, pencil, scissors, and cup presented in that order.
14	Responds correctly to "What do you hear with?"	29 mos.	Child points to ears or says "ears."	
3	Understands concept of "one"	30 mos.	Credit is given if child puts one cube on the paper.	Material: 12 one-inch cubes. A piece of paper about 4½ x 5" is placed between the examiner and the child with the words, " I want one block. I only want one. Put it here (on paper). Give me just one block." Block on paper must not be moved until child has had time to add another block.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Gives full name on request	30 mos.	Full name is given. Includes nickname for first name.	Ask, "What's your name?" If only first name given, ask "David what?" or "what's your other name?" If necessary, resort to "Is your name David Smith?" using, of course, an incorrect surname.
9	Gives use of object	30-35 mos.	(Liberal scoring, for example: "What do you do with key?" "Door" is acceptable answer), ...child names 3 objects and gives use for at least 1.	Penny, key, shoe. Ask "What is this?" and "What do we do with it?"
13	Uses 200 or more recognizable words	30-35 mos.		Hearing and Speech: 2½ years. Uses 200 or more recognizable words but speech shows numerous infantilisms.
9	Labels own mud and clay products as "pie" or "cake"	30-35 mos.		Beginning of form: making flat, round, "cakes" and balls.
9	Points to 6 body parts	30-35 mos.		"Show me your hair, where is your hair?" (Use "open your mouth," "shut your eyes" if necessary.) Ask for eyes, nose, mouth hair; can use doll or large picture for indicating response. (4 parts by 24 months.)

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
2	Understands 3 prepositions	30-35 mos.	...child shows correct placement of cube for 3 prepositions	Place 2 cups on table, 1 upright, the other upside down. Hold 1" cube toward child and say, "This block wants to go on a cup. You put it on a cup." Repeat if necessary. "Now, little block wants to go in a cup," etc. Take back block and repeat for under, behind, in front of.
1	Utters negative statements	30-36 mos.	Pass: Utters a negative statement of more than one word. Approx: Questionable negative statement.	Materials: Toys Procedure: During play activity structure the situation in an effort to get child to utter a negative statement.
1	Forms a verbal unsolicited question	30-36 mos.	Pass: Utters unsolicited question using single word; e. g. "John?" More than one word, "What's that?" Approx: Questionable question.	Materials: Toys. During play structure the situation in an effort to get child to ask a question.
1	Follows a 2-stage command	30-36 mos.	Pass: ½ trials. Approx: Completes one part of command.	Material: A ball or similar object that child can identify by name. Ask child to "Go get ball and put it on the table."
9	Tells sex: "Are you a girl or a boy?"	36 mos.		Can also ask "are you a little girl?" If it is a girl and if answer is "no," then ask, "then what are you?"

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
7, 10	Speaks in approximately six-word sentences	36-48 mos.		After 3, sentences of 6-8 words, increased use of clauses.
7	Uses nouns and verbs most frequently	36-48 mos.		
9, 12	Tells action in pictures	36-48 mos.		Gives action in response to question, "What is ....doing?"
7	Can whisper	36-48 mos.		
7	Can change voice to faster rate	36-48 mos.		
7	Can increase volume of voice	36-48 mos.		
9, 6, 13	Says at least one nusery rhyme	36-48		3 years: Knows several nursery rhymes (Hearing and Speech). Performs for others. Does little stunts imaginatively or for the entertainment of others, such as reciting, singing, dancing, in manner sufficiently creditable to be more than merely cut-up. LOOK BACK TO 30-35 MONTHS: Says a few nursery rhymes.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9, 13	Can repeat three digits	36-48 mos.	The series is repeated in correct order without error after a single reading.	Listen say, 4-2, now say 6-, 4-, 1 etc. a) 6-4-1, b) 3-5-3, c) 8-3-7.
7	Has 900-word vocabulary	36-48 mos.		600-1,000 words (uses). Understands up to 1500 by age 4.
13	Asks many questions beginning "What," "Where," "Who"	36-48 mos.		Hearing and Speech 3 yrs: Asks many questions beginning "what?" "where?" "who?" 4 yrs.: Eternally asking questions "why?" "when?" "how?" and meanings of words.
7, 13	Uses plurals	36-48 mos.		Ask child what are these? (3 blocks.) If you cannot hear 's' --ask parent. Use same routine with other objects.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
8, 15	Verbalizes opposite analogies	36-48 mos.	Child verbalizes at least two.	Say: Brother is a boy; sister is a ..... In daytime it is light; at night it is .... Father is a man; mother is a ..... The snail is slow; the rabbit is ..... The sun shines during the day; the moon at .....
14	Can repeat a six-word sentence	41 mos.	No errors--errors include omissions, substitutions, etc.	Say: Baby sleeps. Now say: "Baby sleeps in a little bed."
7	Verbalizes sounds: b, p, m, w, h	36-48 mos.		p, m, w, h -- 36 mos. b--48 mos.
9	Verbalizes opposites	38 mos.	Child verbalizes two out of three correctly.	Opposite analogies: 2 of 3. Fire is hot, ice is _____(cold, cool, freezing). Mother is a woman, dad is a ____(man, not Daddy).
9	Names own drawing	36-48 mos.		Give child 8½ x 11 green paper and pencil. Say "draw or make anything you like." When done, ask "what is it?"
13	Listens eagerly to stories	36-48 mos.		Hearing and Speech 3 yrs.: Listens eagerly to stories and demands favorites over and over again. 4 yrs.: Listens to and tells long stories, sometimes confusing fact and fantasy.

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Talks to self in long monologue mostly concerned with the present, including make-believe activities.	36-48 mos.		
6, 9, 13	Relates experiences, describes activities	36-48 mos.		Gives simple accounts of experiences or tells stories (unprompted) with sequential and coherent content and relevant detail. Vocabulary and language forms not so important as the continuity of the account. Can tell a story which may be a mixture of real and unreal. Hearing and Speech (3 yrs.): Carries on simple conversations and verbalizes past experiences.
7	Uses most frequent word: I, it, you, that, a, do, this, not, the	36-48 mos.		
9, 3	Can give sensible answer to "why do we have stoves?" etc.	36-48 mos.		Responses which reflect personal experience are accepted as long as not <u>too</u> distorted. Credit: To cook on, that cook dinner, cause to warm, build a fire in, heat things, warm the house, stoves for eat, burn something - some wood, for make food, so you can iron, to play with, turn them on. <u>No credit</u>: Stoves right here, we have stoves, this way, etc.

LANGUAGE SKILLS

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
9	Can name what he has drawn after scribbling	36 mos.	Names own drawing	Ask "what is this?" after child has drawn something.
9	Carries out four-step command using prepositions	48 mos.	Obeys all 4 prepositions	Using cubes or ball to be placed on, under, in back of, in front of, and beside the chair.
9	Articulates, not in infantile style	54 mos.		Observed incidentally or reported by mother.
15, 11	Defines four words in terms of use of	54 mos.	Correct usuage is expressed; giving a description of the object, giving material of which it is made, or categorizing it.	Say, "What is a ball?" If necessary, urge by saying, "you know what a ball is. Tell me what a ball is?" ball; hat; stove (Demonstrates awareness by suitable corresponding actions or behavior; knows what things are for.)
13	Gives home address	48-60 mos.		Gives home address and usually age.
13	Gives age and birthday	48-60 mos.		Gives age and usually birthday.
9, 13	Listens to and tells long stories sometimes confusing fact and fantasy	54 mos.		Relates fanciful stories (60 mos: can relate long story accurately)

BIBLIOG. SOURCE	BEHAVIOR	DEV. AGE	CREDIT GIVEN IF	COMMENTS (EXAMPLE)
13	Speaks fluently and correctly except for confusions of s, f, th	60-72 mos		
13	Asks meaning of abstract words	60-72 mos.		

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